

PREPUBLICATION COPY

GRADE

K

ReadyGEN 

# Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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**PEARSON**

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## Dear ReadyGEN Teachers,

Welcome to your third delivery of *ReadyGEN* materials. This delivery includes the materials you need to teach the second half of the year.

As the school year progresses, we encourage you to visit **PearsonSchool.com/NYCRadyGEN**. This web site will continue to be your main resource for updated Professional Development schedules and tutorials. In addition, you will find new resources, such as P. David Pearson and Elfrieda “Freddy” Hiebert’s white paper on vocabulary, and documents to help you keep your materials organized, such as the “*ReadyGEN* Delivery Checklist.”

In this delivery of *ReadyGEN* instructional materials, you will find:

### Student Materials

- Text Collection (Big Books), Units 4–6
- Reader’s and Writer’s Journal, Units 1–6  
*While you received Units 1–3 in previous deliveries, the enclosed Journal includes the complete set of all units in their final form.*

### Teacher Materials

- Teacher’s Guide (*prepublication format*), Units 4–6  
*These will be replaced in June with the final versions.*
- Reader’s and Writer’s Journal Teacher’s Guide, Units 1–6  
*This is the complete Teacher’s Guide of all six units.*
- Scaffolded Strategies Handbook (*prepublication format*), Units 4–6  
*This will be replaced in June with the final version.*

At this point you may wonder which materials to keep from prior deliveries. The followings materials can be replaced:

- The Reader’s and Writer’s Journal (Units 1–3) can be replaced by the final version included in this delivery. However, the record of your students’ work will be found in the earlier versions. You may want to keep these on hand for a year-long view of student progress.

Sincerely,  
The *ReadyGEN* Team





## Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,  
**Sharon Vaughn**  
University of Texas

## Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.



This unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

**Pam Allyn**  
Executive Director and Founder, LitLife and LitWorld

## What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

### **Elfrieda H. Hiebert**

TextProject and University of California, Santa Cruz

## *ReadyGEN* is an exciting, engaging experience for kids.



*ReadyGEN* provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

### **P. David Pearson**

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

## FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3)* and *Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with *ReadyGEN*, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

### Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

### Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

## UNIT 4

# Learning About Each Other and the World





<b>MODULE A</b>	<b>Common Core Lesson Launch</b>	<b>4–9</b>
Lessons 1–13		10–139
Performance-Based Assessment (Narrative)		140–147

### TEXT SET



**ANCHOR TEXT**  
*I Love Saturdays  
y domingos*



**SUPPORTING TEXT**  
*Apple Pie 4<sup>th</sup> of July*



**SLEUTH**  
“Two Talented Friends”  
“The Spider Weaver”

<b>MODULE B</b>	<b>Common Core Lesson Launch</b>	<b>152–157</b>
Lessons 1–12		158–277
Performance-Based Assessment (Informative/Explanatory)		278–285

### TEXT SET



**ANCHOR TEXT**  
*One Land, Many Cultures*



**SUPPORTING TEXT**  
*Clothes in Many Cultures*



**SLEUTH**  
“The Spider Weaver”  
“Fun with Marbles”

<b>UNIT 4</b>	<b>Common Core Teacher Resources</b>	
End-of-Unit Assessment		TR5–TR17
Routines		TR18–TR65
Graphic Organizers		TR66–TR80
Text Complexity Rubrics		TR81–TR84
Leveled Text Instructional Plans		TR87–TR96

# Assessment

*ReadyGEN* provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

## FORMATIVE ASSESSMENT

### MONITOR PROGRESS

**If...** students struggle to explain how a character's actions contribute to a story's events,  
**Then...** use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)  
**If...** students need extra support to understand the story,  
**Then...** use the Close Reading Workshop in small groups to provide scaffolded support.

### MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

### Independent Writing Practice

**FORMATIVE ASSESSMENT** Now have students prepare their publications and presentations in the *Reader's and Writer's Journal*, p. 199, using their work from Lessons 12–15. Have them cut out photos, graphs, maps, charts, and other visuals and create layouts by hand.

### FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



## PERFORMANCE-BASED WRITING ASSESSMENT

### Every Module

Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

#### UNIT 4 • MODULE A Retell and Extend

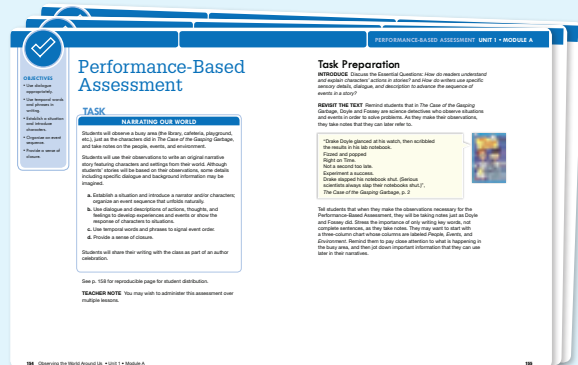
**TASK:** The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y Domingos* that reflects the unique cultural background of the girl's grandparents.

Children will imagine what happens next in the family experience.

#### UNIT 4 • MODULE B My Land, Our Land

**TASK:** Children will examine a world map and consider the lands that they learned about in this unit. They will choose a land that they read about in *One Land, Many Cultures* or *Clothes in Many Cultures* and create a page with information about that land.

Children's work will be displayed on a world map with the information pages connected to the appropriate locations. This can be done on a bulletin board or digitally.



## END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on children's mastery of the standards.





# Path to Common Core Success

## Dig Deeply into Complex Text

### Big Idea

- Culture

### Enduring Understandings

- **Readers** understand that characters have similar experiences in different stories.
- **Writers** understand that narratives are based on real or imaginary experiences.
- **Learners** will explore content to understand that families and communities from different cultures share characteristics and experiences.

## “Knows” and “Dos”

### ESSENTIAL QUESTIONS

How do **readers** use text and illustrations to compare and contrast characters' experiences?

What words do **writers** use when they are comparing and contrasting?

### MODULE GOALS

**Readers** will compare and contrast characters and their experiences in stories.

**Writers** will use pictures and words to narrate a story depicting an experience.

**EXPLORE CONTENT** **Learners** will explore content to understand how cultures blend in families and communities.

## Text Set

### ANCHOR TEXT



*I Love Saturdays y domingos*  
**Lexile 510L**  
**Literary Text**

### SUPPORTING TEXT



*Apple Pie 4<sup>th</sup> of July*  
**Lexile 730L**  
**Literary Text**

### SLEUTH



“Two Talented Friends”  
“The Spider Weaver”



## PERFORMANCE-BASED WRITING ASSESSMENT

### RETELL AND EXTEND

The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y domingos* that reflects the unique cultural background of the girl's grandparents. Children will imagine what happens next in the family experience.

### TARGET STANDARDS



**Common Core Learning Standard W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

# Vocabulary to Unlock Text

## Generative Vocabulary

*ReadyGEN* provides systems for understanding how words work. Teach generative vocabulary as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to [www.PearsonSchool.com/NYCReadyGEN](http://www.PearsonSchool.com/NYCReadyGEN) to read more about generative vocabulary instruction in *ReadyGEN*.

**BENCHMARK VOCABULARY** Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

**BY-THE-WAY WORDS** By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

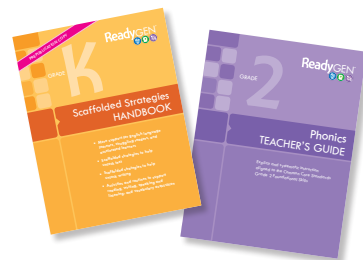
- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

**Generative Vocabulary in Speaking and Writing** Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

## Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



# Learning About Each Other and the World

## ANCHOR TEXT / *I Love Saturdays y domingos*

**Literary Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
tabby cat		cat, pet	<i>Setting</i>
nibbling	nibbled	chewing, tasting,	<i>Actions or Movement</i>
sweetheart		darling, honey, sweetie	<i>Character</i>
darling	dear, dearest	beloved, sweetheart	<i>Character</i>
spongy	sponginess, sponge	soft, squashy, squishy	<i>Plot</i>
honey	honeyed	bee, nectar, syrup	<i>Plot</i>
papaya		melon, fruit	<i>Plot</i>
owls	owlish	bird, wise	<i>Setting</i>
collection	collected, collate, collect	set, crowd, selection, batch	<i>Setting</i>
circus	circle	big top, festival, show	<i>Setting</i>
aquarium	aqua	fish tank, fishbowl	<i>Setting</i>
seashore		beach, coast, ocean, waterfront	<i>Setting</i>
trail	trailed, trailer	route, road, path	<i>Setting</i>
proud	pride, proudly	pleased, happy, honored	<i>Emotions</i>
dollhouse		toy, doll, small	<i>Plot</i>
cousins		aunt, uncle, relative	<i>Character</i>
traditional	tradition	custom, cultural, habitual, ritual	<i>Big Ideas</i>
serenade	serenading	melody, sing, song	<i>Actions or Movement</i>
pier		bridge, dock, jetty, wharf	<i>Setting</i>
soars	soaring	flies, rises, sails	<i>Actions or Movement</i>
scarf		shawl, bandana, handkerchief	<i>Character</i>
hatched	hatchling	created, hens, laid eggs, planned	<i>Actions or Movement</i>

# Vocabulary to Unlock Text

## SUPPORTING TEXT *Apple Pie 4<sup>th</sup> of July*

**Literary Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

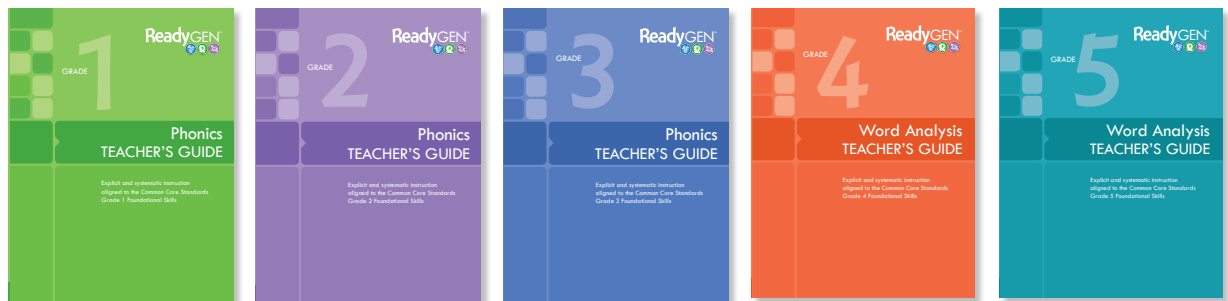
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
<b>fireworks</b>		rockets, bursts, flowers, firecrackers	<i>Big Ideas</i>
<b>customers</b>	custom	buyers, clients, patrons, shoppers	<i>Plot</i>
<b>oven</b>		microwave, range, roaster, stove	<i>Setting</i>
<b>noon</b>		lunchtime, midday, twelve o'clock	<i>Setting</i>
<b>piles</b>		lots, mounds, stacks	<i>Actions or Movement</i>
<b>rooftop</b>		roof, house	<i>Setting</i>
<b>crowd</b>	crowded	bunch, company, group, people	<i>Plot</i>
<b>show</b>	showing	episode, display, program	<i>Setting</i>
<b>sample</b>	sampling	try, taste, piece, bite, nibble, small	<i>Actions or Movement</i>
<b>few</b>	fewest, fewer	less, not many, some	<i>Setting</i>
<b>since</b>		by, before, when, after, until now	<i>Plot</i>
<b>straighten</b>	straight	tidy, neaten, clean up, arrange	<i>Actions or Movement</i>
<b>videos</b>		DVD, record, program, movie	<i>Setting</i>

## Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.



Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



## Suggested Common Core Lesson Plan

### READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

### SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- Scaffolded Strategies Handbook

### INDEPENDENT READING

- Daily

### WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

#### LESSON 1

*Teacher's Guide, pp. 10–19*

**READ Trade Book** Read the entire book.

*I Love Saturdays y domingos*

**READING FOCUS** Learners understand that families and communities from different cultures share characteristics and experiences.

**WRITING FOCUS** Compare and contrast.

#### LESSON 2

*Teacher's Guide, pp. 20–29*

**READ Trade Book** pp. 5–7

*I Love Saturdays y domingos*

**READING FOCUS** Learners understand that families and communities from different cultures share characteristics and experiences.

**WRITING FOCUS** Tell how events are connected.

#### LESSON 6

*Teacher's Guide, pp. 60–69*

**READ Trade Book** pp. 20–23

*I Love Saturdays y domingos*

**READING FOCUS** Writers understand that narratives are based on real or imaginary experiences.

**WRITING FOCUS** Tell and support an opinion.

#### LESSON 7

*Teacher's Guide, pp. 70–79*

**READ Trade Book** pp. 24–27

*I Love Saturdays y domingos*

**READING FOCUS** Learners understand that families and communities from different cultures share characteristics and experiences.

**WRITING FOCUS** Revise to add details.

#### LESSON 11

*Teacher's Guide, pp. 110–119*

**READ Text Collection** pp. 20–32

*I Love Saturdays y domingos*

**READING FOCUS** Writers understand that narratives are based on real or imaginary experiences.

**WRITING FOCUS** Tell events in order.

#### LESSON 12

*Teacher's Guide, pp. 120–129*

**COMPARE**

*I Love Saturdays y domingos*

*Apple Pie 4<sup>th</sup> of July*

**READING FOCUS** Readers understand that characters have similar experiences in different stories.

**WRITING FOCUS** Publish and present.

# Learning About Each Other and the World

## LESSON 3

*Teacher's Guide, pp. 30–39*

**READ Trade Book** pp. 8–11

*I Love Saturdays y domingos*

**READING FOCUS** Writers understand that narratives are based on real or imaginary experiences.

**WRITING FOCUS** Use sequence words.

## LESSON 4

*Teacher's Guide, pp. 40–49*

**READ Trade Book** pp. 12–15

*I Love Saturdays y domingos*

**READING FOCUS** Writers understand that narratives are based on real or imaginary experiences.

**WRITING FOCUS** Tell an event.

## LESSON 5

*Teacher's Guide, pp. 50–59*

**READ Trade Book** pp. 16–19

*I Love Saturdays y domingos*

**READING FOCUS** Writers understand that narratives are based on real or imaginary experiences.

**WRITING FOCUS** Describe a character's reaction.

## LESSON 8

*Teacher's Guide, pp. 80–89*

**READ Trade Book** pp. 28–32

*I Love Saturdays y domingos*

**READING FOCUS** Learners understand that families and communities from different cultures share characteristics and experiences.

**WRITING FOCUS** Retell story events.

## LESSON 9

*Teacher's Guide, pp. 90–99*

**READ Text Collection** Read the entire story.

*Apple Pie 4<sup>th</sup> of July*

**READING FOCUS** Learners understand that families and communities from different cultures share characteristics and experiences.

**WRITING FOCUS** Tell a story.

## LESSON 10

*Teacher's Guide, pp. 100–109*

**READ Text Collection** 5–19

*Apple Pie 4<sup>th</sup> of July*

**READING FOCUS** Writers understand that narratives are based on real or imaginary experiences.

**WRITING FOCUS** Tell a reaction.

## LESSON 13

*Teacher's Guide, pp. 130–139*

### COMPARE

*Apple Pie 4<sup>th</sup> of July*

**READING FOCUS** Learners understand that families and communities from different cultures share characteristics and experiences.

**WRITING FOCUS** Compare and contrast.



## PERFORMANCE-BASED ASSESSMENT

*Teacher's Guide, pp. 140–147*

### TASK: RETELL AND EXTEND

The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y domingos* that reflects the unique cultural background of the girl's grandparents.

Children will imagine what happens next in the family experience.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



# Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

## ACCOUNTABLE INDEPENDENT READING

### Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

#### KEY IDEAS AND DETAILS

- What happens first in the story? What happens next? What happens last?
- Who are the characters in the story? How do they react to the events?

#### CRAFT AND STRUCTURE

- How do you know this text is a story?
- Who is the author? Who is the illustrator? How does each help tell the story?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the experiences of the characters in this story similar to or different from those in another story you've read?

### Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

#### KEY IDEAS AND DETAILS

- What is the main topic of the text? What details tell more about the main topic?
- How are the individuals, events, ideas, or pieces of information in the text connected to each other?

#### CRAFT AND STRUCTURE

- What information can you learn from the front cover, back cover, and title page of the text?
- How do the author and illustrator help tell the ideas or information in the text?

#### INTEGRATION OF IDEAS

- What point does the author make in the text? What reasons does the author give to support that point?
- How is this text similar to or different from another text you have read about the same topic?

See the Independent Reading Routine on pp. TR38–TR41.

## Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Participate in the conversation.
- Follow classroom rules for conversations, such as listening to others when they speak and taking turns speaking.
- Listen to what others say and respond to their ideas.
- Ask and answer questions about details in the text to seek help, get information, or clarify something you do not understand.
- Tell details about the people, places, things, and events in the texts.
- Speak loudly and express your thoughts, feelings, and ideas clearly.

**See the Text Club Routine on pp. TR42–TR45.**

**SUGGESTED TEXTS** The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that characters have similar experiences in different stories*. As you build your Text Club library, consider using the texts below.

### ***To Market, To Market***

by Anne Miranda  
Literary Text  
Lexile 350L

### ***The Listening Walk***

by Paul Showers  
Literary Text  
Lexile 480L

### ***A Pocket for Corduroy***

by Don Freeman  
Literary Text  
Lexile 540L

### ***Bunny Cakes***

by Rosemary Wells  
Literary Text  
Lexile 550L

# Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

## Reading Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that characters have similar experiences in different stories.

### CENTER TASKS

- Have children retell the experiences of a character from an independent reading book.
- Have children choose characters from two independent reading books. Tell them to use a T-chart to list and compare the experiences of the characters.
- Have children share familiar stories they have read and the experiences of the characters in those stories.
- Have children draw a picture of two characters from stories they have read and dictate or write to tell how their experiences are similar.

## Writing Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that narratives are based on real or imaginary experiences.

### CENTER TASKS

- Have children dictate or write to retell the events of an independent reading story. Then have them tell whether the experiences in the story are real or imaginary.
- Have children brainstorm imaginary experiences they can write about. Have them choose one imaginary experience and dictate or write to narrate a story about the experience.
- Have children think of experiences they have had in their own life. Have them choose one idea to dictate or write about. Tell children that their story should include details about what happened and their reaction to the event or events.

## Word Work Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that narratives are based on real or imaginary experiences.

### CENTER TASKS

- Have children create a list of time and sequence words from books they have read. Have them add other time and sequence words they know to the list.
- Have children dictate or write to tell about a real experience they have had, for example, going to the zoo. Remind them to use time and sequence words to tell about when the events happened.
- Have children think of something they have not done that they would like to do, for example, flying in an airplane. Have them write a short story about the imaginary experience, using time and sequence words to tell about when the events happen.

## Research and Technology Center

### ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that families and communities from different cultures share characteristics and experiences.

### CONTENT CONNECTION

People from different cultures all share common characteristics.

### CENTER TASKS

- Have children think of facts about their family's culture. Ask them to dictate or write a list of facts about their culture in a word processing document.
- Have children research the different cultures present in your community. Have them create a poster to present their research. Then have them explain the characteristics and experiences that the different cultures share.
- Have children choose one culture in your community and research facts about that culture. Ask them to take notes in a word processing document. Then have them tell what characteristics the culture shares with their family's culture.

# LESSON

# 1

## LESSON 1 OBJECTIVE

Explore how different cultures share characteristics and experiences.  RL.K.9

## READING OBJECTIVES

Ask and answer questions about key details in a text.




RL.K.1

Engage in group reading activities.



RL.K.10

 See Text Complexity Rubrics on pp. TR81–TR84.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read *I Love Saturdays y domingos* and work through the lesson: *Learners understand that families and communities from different cultures share characteristics and experiences.*

### LESSON 1


#### FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Introduce the book *I Love Saturdays y domingos* to children. Point to the title and read it aloud. Then read aloud the author's name and illustrator's name. Ask children to tell what an author does and an illustrator does. Then have them share their ideas about the people on the front cover. Remind children of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD** Read *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on understanding who the story is about and what is happening. Discuss the questions below with children.

- Who does the girl visit on Saturdays?
- Who does the girl visit on Sundays?
- What questions do you have?

Have children use p. 181 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 1  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the two different cultures the character experiences. Use the following questions to lead the discussion.

- The girl in the story says that Saturdays and Sundays are special days. Why does she say that? (Saturdays and Sundays are when she spends time with her grandparents.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Listen to this sentence: “I call Sundays *domingos*, and you’ll soon see why.” *Domingos* is the Spanish word for Sundays. Why is this word important to the story? (Possible responses: The title of the book has the word *domingos*. It shows part of her culture.)
- Display pp. 30–31. Look at the illustrations. What do the illustrations show you about the characters and events in the story? (Possible responses: All of these people love the little girl because they came to her birthday party. Both sets of her grandparents are together having fun. The party is a fun time.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Display p. 29. Look at the illustration. What is *Abuelito* doing? (He is holding a string that is connected to a round thing.) Read aloud the two sentences on p. 28 that tell about the piñata. What is a *piñata*? (A *piñata* is something that holds candy and gifts. It is attached to a string and people try to break it open.)
- Culture is the way people live. How does this story show how the families from different cultures share characteristics? (The little girl does similar things each day, but in different ways that show her grandparents’ cultures.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** Help children understand the phrase “you’ll soon see why.” Explain that the little girl is telling the story. She is telling us, the reader, that we will understand why she calls Sundays *domingos* once we keep reading.


## STRATEGIC SUPPORT

**CONTENT** Children may struggle to understand the story because of the Spanish words. Explain that the words in English correspond to the words in Spanish. Once they understand what is happening on Saturdays, this can help them understand what is happening on Sundays.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Compare and contrast a character's experiences.  **RL.K.9**

## BENCHMARK VOCABULARY

- tabby cat, p. 10
- nibbling, p. 17



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos* with the words *tabby cat* and *nibbling*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *tabby cat*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *nibbling*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 183 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** As a class, go back to the text and illustrations to describe the different cultures the girl experiences in *I Love Saturdays y domingos*. Create a T-chart on the board and label one column *Saturdays* and the other column *Sundays*. Use the **Whole Class Discussion Routine** on pp. TR22–TR25 and have children use the words and illustrations to identify details about each day's experiences. Write their responses in the appropriate column.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *On Saturdays, the girl eats pancakes, but on Sundays, she eats huevos rancheros. Both of those are breakfast foods, but they are from different cultures.*

After the class has finished discussing the text, have them use the completed chart to compare and contrast the experiences.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think the little girl likes one day more than the other? Say your opinion.* (Possible response: No, because she likes the different things she does on each day.)

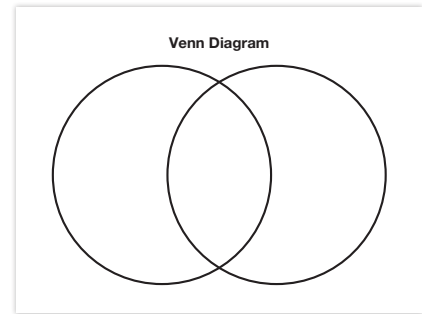


See **Routines** on pp. TR18–TR65.

# Reading Analysis

**COMPARE AND CONTRAST** Remind children that characters are the people or animals in a story. The story tells about the adventures and experiences that the characters have. After you read a story, you can sometimes tell how the characters' adventures and experiences in the story are alike and different.

**CITE TEXT EVIDENCE** Display a Venn Diagram graphic organizer with *Saturdays* above the left circle, *Sundays* above the right circle, and *Both* above the circles' intersection. Explain that children can use the Venn Diagram to compare (tell how things are alike) and contrast (tell how things are different). Use the following questions to help them identify details in the text and illustrations about the little girl's experiences.



- What does the girl do on Saturdays?
- What does the girl do on Sundays?
- How are the activities alike? How are they different?

## Independent Reading Practice

**READING ANALYSIS: COMPARE AND CONTRAST** Have children use the completed Venn Diagram to talk about how the little girl's experiences on Saturdays and Sundays are alike and different.

**WRITING IN RESPONSE TO READING** Have children turn to p. 187 in their *Reader's and Writer's Journal* and dictate or write a sentence that tells one way the girl's Saturday and Sunday experiences are similar or different.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare and contrast a character's experiences. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT


## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

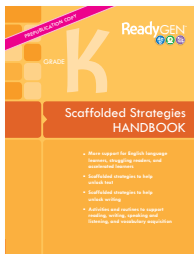


## READING OBJECTIVES

Compare and contrast a character's experiences.  RL.K.9

Ask and answer questions about key details in a text.

 RL.K.1



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to compare and contrast the girl's experiences, **then...**use the Reading Analysis lesson in small group to help them complete the Venn diagram.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Model how to use pp. 8–9 from *I Love Saturdays y domingos* to fill in the Venn Diagram about the girl's experiences. For example, explain that the girl eats breakfast on each day and that Grandma or *Abuelita* makes it. But each meal is different. Write *pancakes* in the *Saturdays* section, *eat breakfast* in the section that intersects, and *huevos rancheros* in the *Sundays* section. Continue with other pages. Then help children use the information in the Venn Diagram to discuss how the days are alike and different.

### CLOSE READING WORKSHOP

**REVISIT *I Love Saturdays y domingos*** Read p. 28 of *I Love Saturdays y domingos* aloud. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about the little girl's birthday party?  
(Possible responses: There is a *piñata*. Her cousins and friends are at the party.)
- 2 Do you think the little girl is having fun at her birthday party?  
Use details from the words and picture to support your opinion.  
(Possible response: Yes, because everyone is there to celebrate with her. She loves her family.)
- 3 Think of one question about this part of the story to ask a partner. Remember you can use the words and pictures in the story to help find the answer.

## EXTENSIONS

## MONITOR PROGRESS


**If...**children can compare and contrast the girl's experiences, **then...**extend the Reading Analysis lesson by having children use a Venn Diagram to compare and contrast the girl's experiences in the entire book.

## READING ANALYSIS

Give each child a Venn Diagram with *Saturdays* above the left circle, *Sundays* above the right circle, and *Both* above the circles' intersection. Read the labels aloud. Ask children to draw, dictate, or write details about the two days. Remind children that the details Saturdays and Sundays have in common (for example, the girl plays with a pet on each day) go in the section where the circles overlap. Details only about Saturday (for example, plays with a cat) go in the left circle, and details only about Sundays (for example, plays with a dog) go in the right circle. If necessary, tell children to look for details that answer the following questions.

- **What does the girl eat on each day?** (pancakes on Saturdays; *huevos rancheros* on Sundays)
- **Where does the girl go on each day?** (Possible response: the yard on Saturdays; the seashore on Sundays)
- **What does she count on each day?** (owl collection on Saturdays; hatched chicks on Sundays)
- **What kinds of stories does she hear on each day?** (each grandparent's childhood)

## WRITING OBJECTIVES

Discuss how writers can write to narrate about a character's experiences.  W.K.3

Write letters for sounds to spell simple words.

 L.K.2.c, L.K.2.d

# Writing

## Narrative Writing

### COMPARE AND CONTRAST

**TEACH** Explain to children that when writing a story, writers tell details about the characters, setting, and events. Remind children that characters are the people or animals in a story, the setting is the time and place of the story, and the events are what happens in the story.

Sometimes readers can compare and contrast a character's experiences and adventures with their own experiences. When readers **compare**, they tell how the experiences are alike, or the same. When readers **contrast**, they tell how the experiences are different, or not the same.

Writers write about character's experiences and adventures to help readers relate to the characters and events in a story.

- What does the character experience?
- How is her experience similar to something you have experienced?
- How is her experience different from something you have experienced?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see how the writer uses details that can be used to compare and contrast. Read aloud the following sentences from pp. 18–19 and demonstrate how to compare and contrast the events. Point out how both sentences use color words to tell about the balloons and the kite:

The balloons look like a **big bouquet of flowers**: yellow, red, orange, blue, and green.

The writer compares the balloons to a bouquet of flowers.

The kite is made of colored paper and looks like a giant butterfly: *amarillo, rojo, anaranjado, azul, y verde.*

The writer compares the kite to a giant butterfly.

Explain to children that writers often use details to tell more about a character's experience. This experience is about the two surprises that the girl received. Tell children that when they write about a story, they can think about how their own experiences compare and contrast to a character's experience, such as a surprise they have experienced.


### CONVENTIONS Spelling


**TEACH AND MODEL** Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *tub*. Have children repeat the word after you. Then segment the sounds in the word as you write *t, u, b* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on p. 185 of their *Reader's and Writer's Journal*.



**APPLY** Have children listen as you say the word *fun*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *rub*. Then have partners check each other's spelling.

## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to narrate about an experience and compare and contrast it to a character's experience.  W.K.3

# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to write about a character's experiences and then compare and contrast their own experiences with what a character experiences. This is a way to make connections and respond to a text. Show children what they can do when they are asked to narrate about a personal experience and then compare and contrast it with a character's experience.

- **Choose an Experience**—Explain to children that sometimes a writing prompt will tell them exactly what they are supposed to write about. For example, they might be asked to write to narrate about their own experience eating breakfast on Saturday or Sunday mornings. Other times the writing prompt may tell them to choose an experience from the story and write to narrate about their own experience related to the character's.
- **Look for Similarities**—Once children have chosen the experience they will narrate, they need to brainstorm details about how their experience is similar to and different from a character's experience. Suggest they begin with similarities, or ways the details about the experiences are alike. For example, if they wrote about how they like to eat cereal for breakfast, they might say, "We both have someone else make breakfast for us."
- **Look for Differences**—Next, explain that children need to brainstorm differences, or ways the details about the experiences are different, or not alike. For example, they might say, "I like to eat eggs and orange juice. The girl in the story likes to eat pancakes and *huevos rancheros*." Children could also say, "My dad makes my breakfast. The girl's grandmas make her breakfast."

Choose at least two similarities and two differences that children offer and write them as complete sentences. Read the sentences aloud. Discuss with children how these sentences show how children can write to narrate about their own experiences and relate their experiences to a character's experience.

## Independent Writing Practice

**CHOOSE AN EXPERIENCE** Ask children to choose something they do or experience on Saturday or Sunday.

**LOOK FOR SIMILARITIES** Ask children to think about how their experience on Saturday or Sunday is similar to one of the girl's experiences in *I Love Saturdays y domingos*.

**LOOK FOR DIFFERENCES** Ask children to think about how their experience on Saturday or Sunday is different from the girl's experience in *I Love Saturdays y domingos*.

**WRITE** Have children dictate or write to narrate about their experience on Saturday or Sunday. Then have them dictate or write to compare and contrast their experience with the girl's experience in *I Love Saturdays y domingos*. Have children check their spelling.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**COMPARE AND CONTRAST** Children may need more practice comparing and contrasting before writing. Help them associate the word *compare* with *alike* and *contrast* with *different*. Display pictures of two animals and have children share ways the animals are alike and different. Reinforce the idea of *compare and contrast*. It may be necessary to prompt children with questions, such as *What color are the animals? How many legs do they have?*


#### STRATEGIC SUPPORT


**SPELLING** If children have difficulty with spelling, show them how to use a children's dictionary to check spelling. Remind children to first say the sounds in the word they are trying to spell. Then they should write the letter for each sound they hear.

LESSON 2  
OBJECTIVE

Understand how events are connected in a story.  RL.K.7

READING  
OBJECTIVES

Ask and answer questions about key details in a text.  
 RL.K.1

Engage in group reading activities.  
 RL.K.10

## Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 5–7 of *I Love Saturdays y domingos* and work through the lesson: *Learners understand that families and communities from different cultures share characteristics and experiences.*

**EXPLORE POETRY** Have children turn to the poem “Grandmas and Grandpas” on p. 52 of the *Text Collection*. Remind children that authors write different types of text. Explain what makes “Grandmas and Grandpas” a poem. Read the poem aloud as children follow along. Ask children how the poem is different from the storybooks and texts they have read so far. Ask children to find examples in “Grandmas and Grandpas” that show it is a poem.

LESSON 2  
FIRST READ


## Explore the Text



**ENGAGE CHILDREN** Display the cover of *I Love Saturdays y domingos*. Have children tell something they recall about the events. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD** Read pp. 5–7 of *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on understanding how Saturday and Sunday in the story are connected. Discuss the questions below with children.

- What does the girl do on Saturday and Sunday?
- What is one way her Saturdays and Sundays are different?
- What questions do you have?



Have children use p. 181 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 2  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details in the text and illustrations about the characters and the cultures. Use the following questions to lead the discussion.

- **Who is telling the story?** (the little girl) **How do you know?** (She is in the illustration with the sentences that use *my* and *I*.)
- Display the illustrations on pp. 5–7 one at a time. **Look at the illustrations. Tell about the girl. Tell about the Saturday grandparents. Tell about the Sunday grandparents. Use the illustrations to tell why you think that.** (Responses will vary.) **Key Ideas and Details**
- Remind children that *culture* is the way people live. **How do you know that the girl experiences two different cultures? Use examples from the story.** (She calls her grandparents different names. She speaks English with one set of grandparents and Spanish with the other.) **Key Ideas and Details**
- **What is one way the two cultures are the same?** (Possible response: In both cultures, there are special names to call the people you love.) **Integration of Knowledge and Ideas**
- **Look at the illustrations that show the girl's grandparents. What can you tell about the relationship she has with them by looking at the illustrations?** (They are happy to see her.) **Key Ideas and Details**
- **How are the two sets of grandparents alike?** (Possible responses: They both have the same granddaughter. They both are always happy to see her.) **Integration of Knowledge and Ideas**
- **Think about what the girl calls each of her grandparents. What does that tell you about the two cultures that are a part of her life?** (Possible response: The two cultures in her life involve different languages.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** Help children understand the phrase *I spend*. Children may think it refers to using money. Tell children the phrase means, “use time to do something.” Repeat the first sentence on p. 7 as: *I use time on los domingos to do something with Abuelito y Abuelita.*


## STRATEGIC SUPPORT

**CONTENT** Children may struggle to understand the relationship between the five characters. Some children may not have four grandparents. Draw a simple family tree on the board to help children see the relationships.



## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words and phrases acquired from texts.  **L.K.6**

## BENCHMARK VOCABULARY

- sweetheart, p. 6
- darling, p. 6



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos*, pp. 5–7, with the words *sweetheart* and *darling*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *sweetheart*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *darling*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 183 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** Remind children that when they have a conversation about a text, they can ask questions to confirm their understanding or to clarify information. Use the **Small Group Discussion Routine** on pp. TR26–TR29. Have children go back to the text to identify key details about the characters and cultures and ask and answer questions about them.

You may wish use a think aloud to model how to use text evidence in a discussion, such as the following: *I see the little girl on page 5. The words say, "Saturdays and Sundays are my special days." I think the little girl is saying these words. The word I tells me she is the narrator, or the person telling the story.*

After small groups have asked and answered questions, have children identify the specific words and illustrations that brought about their questions or helped them find answers.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Do you agree that the girl's Saturdays and Sundays are special? Say your opinion.* (Possible response: Yes, because she gets to see both sets of grandparents.)



See **Routines** on pp. TR18–TR65.

# Language Analysis

**CRAFT AND STRUCTURE** Explain to children that the author uses Spanish words to tell about the girl's experiences on Sundays, or *domingos*. The author chooses to use Spanish to show one way the girl's culture is a part of her life. Model how to determine the meanings of the Spanish words.

**CITE TEXT EVIDENCE** Create a T-Chart labeled *English* and *Spanish*. Write the word *Sundays* in the *English* column. Then read aloud this sentence: "I call Sundays *domingos*, and you'll soon see why."

- What word should we put in the Spanish column?
- How does the author let you know that the word *domingos* means *Sundays*?

T-Chart

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Continue filling in the chart using the words *Abuelito* and *Abuelita*. Model how to use the surrounding words and details on the Saturday page to determine what the words mean in English.

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children continue to determine the meanings of other Spanish words on p. 7. Tell them to add the words to the T-Chart. Remind children to use the Saturday page for guidance. Have children use the chart to discuss with a partner how the Spanish and English words are connected.

**WRITING IN RESPONSE TO READING** Have children think about how the author uses Spanish words to tell part of the story. *Do you like that the author uses Spanish words?* Have children turn to p. 187 in their *Reader's and Writer's Journal* and dictate or write their opinion.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to identify ways to compare and contrast characters' experiences. Use the **Independent Reading Routine** on pp. TR38–TR41.

## Reading Wrap-Up



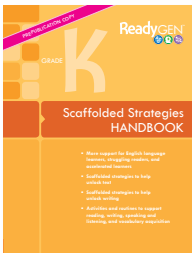
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Independent Reading Routine** on pp. TR38–TR41.

## READING OBJECTIVES

Identify and use new words acquired through reading.



Build fluency through oral reading.



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand the meanings of the Spanish words and connect them to the events in the story,

**then...**use the Language Analysis lesson in small group to help them complete the T-Chart and discuss the events.

### LANGUAGE ANALYSIS

Write the word *hola* in the *Spanish* column of the T-Chart. Read aloud the sentence on p. 7 that has the word *hola*. Then read aloud this sentence from p. 6: “I say, ‘Hi, Grandpa! Hi, Grandma!’ as I walk in.” Model how to connect the two sentences to show that the word *hola* means “hi.” Continue with the words *hijita*, *cómo estás*, and *mi corazón*. Explain how the experiences on Saturday in English help readers understand the experiences on Sunday in Spanish. Have children discuss how these words help them learn some information about each culture.

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader’s and Writer’s Journal*, pp. 189–190)

### ORAL READING

Distribute *I Can Read Reader 19* from the *Reader’s and Writer’s Journal* to children. Ask them to point to the title of the story, “Hal and His Hat.” Review the irregularly spelled words *a*, *he*, *the*, *too*, *to*, and *for*. **Let’s read the story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following question and ask children to complete the activities.

- What happens when Hal is in the sun? (He and his hat get hot.)
- Circle the title of the story.
- Find the word that tells the size of Hal’s hat. Underline it.

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand how to determine the meanings of the Spanish words and use them to compare and contrast the Saturday and Sunday experiences,

**then...**extend the Language Analysis lesson by having children add more words to the T-Chart from other pages in *I Love Saturdays y domingos*.

## LANGUAGE ANALYSIS

Have children continue to fill in the T-Chart with Spanish words on other pages in the story. Tell them to choose two Saturday and Sunday activities and write the Spanish words in the *Spanish* column. Then have them use the illustrations, Saturday words, and other words around the Spanish words to determine the meanings of the Spanish words. Then have children discuss the following questions with a partner.

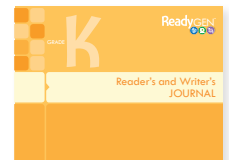
- **How did you figure out what the Spanish word means?**  
(Responses will vary.)
- **Why is it important to figure out what these words mean?**  
(Responses will vary.)
- **Why does the girl in the story know English and Spanish?**  
(English and Spanish are a part of the cultures of her family.)

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 189–190)


## ORAL READING


Distribute *I Can Read Reader 19* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “Hal and His Hat.” Review the irregularly spelled words *a*, *he*, *the*, *too*, *to*, and *for*. **Let's read the story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following question and ask children to complete the activities.

- **What happens when Hal is in the sun?** (He and his hat get hot.)
- **Circle the title of the story.**
- **Find the word that tells the size of Hal's hat. Underline it.**



## WRITING OBJECTIVES

Discuss how writers narrate to retell stories.  W.K.3

Print short sentences using knowledge of uppercase and lowercase letters.  L.K.1.a

# Writing

## Narrative Writing

### RETELL A STORY

**TEACH** Explain to children that when writing a story, writers tell about the characters, settings, and events. Remind children that the characters are the people or animals in the story, the setting is where and when the story happens, and the events in a story are the things that happen. Events are usually told in the order that they happen. Writers tell about what happens in the beginning, middle, and end or what happens first, next, then, and last.

When writers write about a story they have read, they are retelling a story. When writers retell a story, they identify the characters and setting. Then they tell about the major events in the order in which they happen. Writers retell stories in order to show that they understand the story. When writers retell a story, they include key details to make their retellings better. Writers go back to the story to find details that better explain the characters, setting, and events.

- Who are the characters in the story?
- Where and when does the story take place?
- What are some of the events in the story?
- What key details tell more about the events in the story?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer includes key details in her story that help the reader better understand the characters and events. Display p. 5 and read it aloud:

Saturdays and Sundays are my special days. I call Sundays *domingos*, and you'll soon see why.

The writer uses the detail *domingos* to tell more about why the day is special.

Then discuss the illustration on p. 5. Ask children to tell about the girl and how they know she is an important character in this story. Ask children to identify details that the illustrator uses to tell more details about the girl.

Read aloud the following sentences from pp. 6–7 and help children identify the details the writer tells about Grandpa and Grandma:

Grandpa and Grandma are my **father's parents**. They are always **happy** to see me.

The writer uses the details *father's parents* and *happy* to tell more about Grandpa and Grandma.

*Abuelito y Abuelita* are my **mother's parents**. They are always **happy** to see me.

The writer uses the details *mother's parents* and *happy* to tell more about *Abuelito* and *Abuelita*.

Continue with other details on the pages, such as how the girl greets each set of grandparents and what they each say in return.

Explain to children that writers include key details that help make the story better and more interesting. When writers write in response to a story they read, they can retell the story using key details.

### CONVENTIONS Print Sentences

**TEACH AND MODEL** Write the following short sentences on the board one at a time, modeling proper printing conventions. Read each sentence aloud. Point out that we print uppercase and lowercase letters to write words and that we use words to make sentences. Use each sentence to identify good examples of printing conventions, such as letter spacing, word spacing, uppercase and lowercase letters, and punctuation.


**W**hat a great day!  
**T**oday is special.  
**W**e have fun.


Sentences begin with uppercase letters. Sentences end with a punctuation mark.

**APPLY** Have children copy the first sentence onto p. 185 of their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters of a word and between the words in a sentence. Check to see that they print an uppercase letter at the beginning and put the correct punctuation mark at the end. Then have them write the other two sentences on a separate sheet of paper. For independent practice, have children write their own sentences on the sheet of paper.



## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to retell the events in the story.  W.K.3

# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to write to retell the events in a story. Remind them that when they write to retell events, they tell the events in order. They should also provide some details about the events so readers can better understand what happened in the story. Show children what they can do when they are asked to retell events of a story.

- **Identify Events**—Explain to children that sometimes a writing prompt will tell them to retell the events in a story. Tell children that first they should identify the major characters and setting. Then they should identify the major events in order. Encourage children to use a story sequence graphic organizer before writing. As a class, have children work together to write to retell a familiar story, such as *Little Red Riding Hood* or a previously read classroom story. Have children identify the characters, settings, and events and fill in their responses on a story sequence chart.
- **Add Key Details**—Tell children that adding key details when retelling a story is important to make their writing more interesting and complete. When writers write to retell, they are showing they understand the story. Review the events on the class's story sequence chart. Model how to add a detail to one event, such as *Little Red Riding Hood takes a basket of goodies to her grandma. Her mother asks her to.* For each event, ask children to tell more details about it. Write their details in the chart.

Have volunteers take one event from the class's story sequence chart and tell about it in complete sentences. Write their sentences on the board. Accept all suggestions. Review the sentences with the class and discuss what the correct order should be. Remind children that when they write to retell a story, the events should be in order. Work together to use the sentences to write a paragraph that retells the story.

Explain to children that writing to retell the events of a story helps readers show they understand the events in a story.



## Independent Writing Practice

**IDENTIFY EVENTS** Ask children to identify one event in *I Love Saturdays y domingos* and record the event in a story sequence chart using pictures or words.

**ADD KEY DETAILS** Tell children to go back to the text to find details in the words and illustrations that they can add to their retellings. Have them write the key details in the story sequence charts.

**WRITE** Have children dictate or write to retell the event from *I Love Saturdays y domingos*. Have children check their sentences for a capital letter at the beginning and punctuation at the end.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**HANDWRITING** Children may need a review of writing uppercase and lowercase letters. Provide models for them to trace or copy from. Remind children that a sentence always begins with an uppercase letter and ends with a punctuation mark such as a period. Have children name the initial uppercase letter in each example sentence and identify the type of punctuation mark at the end.

#### STRATEGIC SUPPORT

**RETELL** If children have difficulty finding key details to add to their retellings, ask them to think about what they need to know in order to understand what happens in the story. Write the following sentences on the board: *The girl visits her grandparents on Saturdays and Sundays. They make her breakfast.* Explain how these sentences tell what happens in the story, but they do not provide any details to let readers know what makes this story interesting or different from other stories.



# LESSON

# 3

## LESSON 3 OBJECTIVE

Identify key details and use them to retell a story.  **RL.K.2**

## READING OBJECTIVES

Ask and answer questions about key details in a text.

 **RL.K.1**

Engage in group reading activities.

 **RL.K.10**

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 8–11 of *I Love Saturdays y domingos* and work through the lesson: *Writers understand that narratives are based on real or imaginary experiences.*

### LESSON 3 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display the cover illustration of *I Love Saturdays y domingos* and have children identify and describe the people shown. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 8–11 of *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on key details about the two cultures. Discuss the questions below with children.

- What kind of eggs does the girl eat on Saturdays?
- What kind of juice does the girl drink on Sundays?
- What questions do you have?

Have children use p. 181 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 3  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the key details of the events in the story. Use the following questions to lead the discussion.

- **What does the girl eat for breakfast on Saturdays?** (milk, scrambled eggs, and pancakes) **What does the girl eat for breakfast on Sundays?** (papaya juice, plate of eggs called *huevos rancheros*) **What does she like about each breakfast?** (The pancakes are spongy. The *huevos rancheros* are wonderful.) **Key Ideas and Details**
- **What is similar about her breakfasts? What is different?** (They are both made by each of her grandmas. She loves them both. They are different kinds of food.) **Integration of Knowledge and Ideas**
- **Listen to this part of the sentence: “First I need to swallow, and then I answer...” The word *swallow* means to take food through your mouth and down to your stomach. Why does the girl have to swallow her food before she can answer?** (She shouldn’t talk with food in her mouth. She has to finish eating and then she can answer *Abuelita*.) **Craft and Structure**
- **How are the grandparents’ pets alike and different?** (Both pets like to play with the girl. The Saturday grandparents have a tabby cat, and the Sunday grandparents have a dog.) **Integration of Knowledge and Ideas**
- **This book tells a story. Sometimes stories are based on real-life experiences, and sometimes stories are based on made-up experiences. What kind of story do you think this is? How do you know?** (This story is based on real-life experiences because a real person could have the same experiences as the girl.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** Help children understand the sentence “No one makes them better than *Abuelita*.” Tell children that this is the narrator’s opinion because someone else could say that someone else makes *huevos rancheros* better than *Abuelita*.


## STRATEGIC SUPPORT

**VOCABULARY** If children continue to struggle with the Spanish words, use the T-Chart from Lesson 2 Language Analysis and model how the English words from the Saturday page and surrounding words can help them understand the Spanish words on the Sunday page.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Retell familiar stories using key details.  **RL.K.2**

## BENCHMARK VOCABULARY

- spongy, p. 8
- honey, p. 8
- papaya, p. 9



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos*, pp. 8–11, with the words *spongy*, *honey*, and *papaya*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *spongy*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *honey* and *papaya*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on pp. 183–184 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** Have pairs discuss the events and illustrations on pp. 8–11. Guide the discussion with the **Paired Discussion Routine** on pp. TR18–TR21. Have pairs work together to draw a picture or two to provide additional details about the events.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *The girl eats pancakes with a lot of honey on Saturdays. When I look at the illustration on page 8, I can see how much honey she puts on! I wonder if honey on pancakes is good because I've never tried it.*

After children have discussed the events and details and created a drawing, have pairs take turns sharing their drawing with the class. Discuss the similarities and differences among the pairs' drawings. Tell children to identify the words or details in the illustrations from the story that they used to create their drawings.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Which breakfast would you like to try? Say your opinion.* (Possible response: I would like to try the papaya juice because I have never had it before.)



See **Routines** on pp. TR18–TR65.

## Reading Analysis

**RETELL USING KEY DETAILS** Remind children that authors use words and illustrations to tell a story. Authors put the words and illustrations in a certain order, or sequence. When we retell a story, we choose key details about the events and tell about those events in order. Remind children to include details that make the retell more interesting.

**CITE TEXT EVIDENCE** Use the following questions to help children use key details from the text to tell about the Saturday and Sunday events in this part of *I Love Saturdays y domingos*. Have children draw, dictate, or write about the events on pp. 8–9 in a T-Chart. Write the details about Saturday in the first column and the details about Sunday in the second column.

- What happens on Saturday (Sunday)?
- What details do you see in the illustration?
- What words does the author use to tell about the event?

T-Chart

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## Independent Reading Practice

**READING ANALYSIS: RETELL USING KEY DETAILS** Have children add the events from pp. 10–11 to the T-chart. Remind them to find details in the words and illustrations. Then have them use the completed chart to retell this part of the story.

**WRITING IN RESPONSE TO READING** Have children draw a picture of one event in the story on a separate sheet of paper. Then have children turn to p. 188 in their *Reader's and Writer's Journal* and dictate or write about the event.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for ways characters have similar experiences. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT

## Reading Wrap-Up



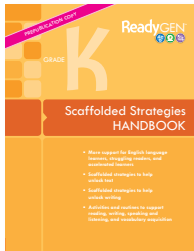
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

## READING OBJECTIVES

Retell familiar stories using key details.



Ask and answer questions about key details in a text.



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand how to retell events using key details,

**then...**use the Reading Analysis lesson in small group to help them add details to the T-Chart.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

### READING ANALYSIS

Model how to add the details about the different pets on pp. 10–11 of *I Love Saturdays y domingos* to the T-Chart. Display p. 10 and read it aloud. Explain a detail that is included in the words (for example, the pet is a tabby cat). Prompt children with questions that help them retell key details (for example, *How does the girl play with Taffy?*). Continue with p. 11. Then help children use the details on the completed T-Chart to retell the key details of the Saturday and Sunday events on pp. 8–11.

### CLOSE READING WORKSHOP

**SLEUTH WORK** Read aloud “Two Talented Friends” on p. TR2 of this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers.

**LOOK FOR CLUES** What materials do Bev and Russ use to make their robot puppet? How do they make the puppet move? (They use an oatmeal box, a small square box, old plastic toothbrush holders, string, tape, glue, silver foil, buttons, pipe cleaners, and felt. They use two sticks in the bottom of the oatmeal box to move the puppet.)

**MAKE YOUR CASE** Do you think Bev and Russ chose the right materials to make a robot puppet? Why or why not? (Possible response: I think they chose the right materials because the puppet turned out great.)

## STRATEGIC SUPPORT, CONTINUED

**ASK QUESTIONS** What would you like to ask Bev and Russ about how they made their puppet? (Responses will vary.)

**PROVE IT!** Have children draw a picture of Bev and Russ working on their robot puppet. Ask children to label the picture using one or two key details from the text. Children may dictate or write a short phrase or sentence.

## EXTENSIONS

## MONITOR PROGRESS


**If...** children understand how to retell a story using key details, **then...** extend the Reading Analysis lesson by having children tell what happens in the beginning, middle, and end of “Two Talented Friends.”

## READING ANALYSIS

Provide children with a copy of Story Sequence A graphic organizer. Remind children that the events in a story happen in the beginning, middle, and end. Have children dictate or write the title, “Two Talented Friends,” on the *Title* line. Then have them work with a partner to discuss what happens in the beginning, middle, and end of the story. Tell partners to draw or write the events in the appropriate boxes. Have children use the completed chart to retell the story. Use the following questions to guide the discussion.

- **What happens in the beginning?** (Bev and Russ decide what they can do for the class talent show: make a robot puppet that can talk, sing, and dance.)
- **What happens in the middle?** (Bev and Russ use different materials to make the robot puppet and make it move.)
- **What happens in the end?** (Bev and Russ use their robot puppet at the talent show and everyone loves it. They had fun building it together.)
- **Which part is your favorite? Why?** (Responses will vary.)

## WRITING OBJECTIVES

Discuss how writers and readers can use sequence words to tell about more than one event or tell the key details of an event.  W.K.3

Identify and use common nouns.



# Writing

## Narrative Writing

### USE SEQUENCE WORDS

**TEACH** Explain to children that when writing a narrative text, writers tell about events. They can tell about one event or more than one event. When writers tell about events, they use details. Sometimes writers will use sequence words to help tell about events. **Sequence words** are words that tell the order.

Writers often use sequence words to tell about more than one event. They can also use sequence words to tell the key details or parts of an event. Review with children the sequence words in the box below. Explain that these are some sequence words they can use in their own writing.

first   next   then   last   after   before   finally

Sequence words help readers and writers. When writers use sequence words, they are helping readers follow along and better understand what they are reading.

- Which sequence words does the writer use?
- How do the sequence words help the reader understand what is happening?
- How do the sequence words help the writer tell about more than one event?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see how the writer uses sequence words to tell about the events in order. Display pp. 8–9 and point out that the writer uses the names of the days to show when the events happen:

On Saturdays, Grandma serves me breakfast: milk, scrambled eggs, and pancakes.

Uses the words *On Saturdays* to show which event the writer is writing about.

*Los domingos*, Abuelita serves me a large glass of papaya juice and a plate of eggs called *huevos rancheros*.

Uses the words *Los domingos* (On Sundays) to show the event has transitioned to the next day.

Point out how the writer uses other sequence words to show the order of the girl's actions:

**First** I need to swallow, and **then** I answer: —*Sí, Abuelita, ¡me encantan!*

Uses the words *first* and *then* to tell details about the event.

Explain to children that writers often use sequence words in a narrative text when they write about more than one event. Sequence words help show the order of events. Readers use sequence words to help them follow along as they read.

### CONVENTIONS Nouns

**TEACH AND MODEL** Remind children that a noun is a word that names a person, animal, place, or thing. Write the following sentences on the board. Explain to children that highlighted words are all nouns.

She gets a **fork** from the **kitchen**.  
The **dog** runs around the **room**.  
The **cat** hides from the **boy**.


*Fork* names a thing. *Kitchen* names a place.  
*Dog* names an animal. *Room* names a place.  
*Cat* names an animal. *Boy* names a person.

**APPLY** Have children use a four-column chart to make a list of nouns. Have them label the columns *Person*, *Animal*, *Place*, and *Thing*. Tell children to draw or write two nouns in each column. Pair children and then have them work with a partner to use the nouns in complete sentences. Then have children turn to p. 185 in their *Reader's and Writer's Journal*. Tell them to circle the nouns. Then have children choose one noun from the page and write it in a complete sentence on a separate sheet of paper.





## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to narrate about one or more events using sequence words.



# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to write to narrate about more than one event. To narrate events in order, they should use sequence words. Tell children that when writing about more than one event, it is important to use sequence words to help readers follow along. Show children what they can do when they are asked to include sequence words in their writing.

- **Identify Events**—Explain to children that sometimes a writing prompt will tell them exactly what to narrate about. For example, they might be asked to narrate about a personal experience. Other times the writing prompt might ask them to write to narrate about events in a story. Have children identify what happens in *I Love Saturdays y domingos* on pp. 5–11. Write the events on the board.
- **Use Details**—Tell children that after they choose the event or events to narrate, they should then decide on details they could use to make their writing better. Tell them to think about what details would make their writing more interesting for the reader. Review the list of events from pp. 5–11 of *I Love Saturdays y domingos* that the class identified. Model how to identify a detail about one of the events on the board, such as *On page 6 I learn that on Saturdays, the girl speaks English with Grandpa and Grandma.* Ask children to use the words and illustrations in the story to find details about each event. Write their ideas on the board.
- **Add Sequence Words**—After children have decided on events and details, have them think about sequence words they can use to help readers follow along in their writing. Review the list of sequence words. Model how to add sequence word to the events, such as *first* at the beginning. Then have children suggest other sequence words to use and where to use them. Write their responses in complete sentences on the board.

To demonstrate to children how sequence words help readers follow along as they read, read aloud the sentences without the sequence words. Then read the sentences aloud again using the sequence words. Discuss how the sequence words made the writing better and more understandable.



## Independent Writing Practice

**IDENTIFY EVENTS** Have children identify the events that the girl does on Saturdays or Sundays. Tell them to create a list or use a story sequence chart.

**USE DETAILS** Tell children to review the list of events and add details that tell more about the events.

**ADD SEQUENCE WORDS** Tell children to choose sequence words that can help them tell about more than one event or help tell the key details of the event.

**WRITE** Have children dictate or write to narrate the events from Saturday or Sunday in *I Love Saturdays y domingos*. Tell children to use sequence words and write the events in complete sentences.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SEQUENCE WORDS** Help children understand sequence words by writing a short list of events on the board out of order. Read them aloud and discuss with children which event should come *first*. Write the sentence again beginning with the word *First*. Continue with the rest of the events. Then read aloud the events in order using sequence words.

#### STRATEGIC SUPPORT

**NOUNS** If children have difficulty identifying and using nouns, provide pictures of nouns that name people, places, animals, and things. Show children the pictures and have them describe the image. Then ask if the picture shows a person, animal, place, or thing. Tell children that if the picture shows one of those, it is a picture of a noun.

**LESSON 4  
OBJECTIVE**

Describe the relationship between illustrations and the story in which they appear.  **RL.K.7**

**READING  
OBJECTIVES**

Ask and answer questions about key details in a text.

 **RL.K.1**

Engage in group reading activities.

 **RL.K.10**

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 12–15 of *I Love Saturdays y domingos* and work through the lesson: *Writers understand that narratives are based on real or imaginary experiences.*

**LESSON 4  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Review the illustrations up to p. 11 of *I Love Saturdays y domingos* and have children recall what has happened in the story so far. Have children identify a detail about one of the girl's cultures. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 12–15 of *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on how the illustrations help them understand what is happening in the story. Discuss the questions below with children.

- What does the girl count on Saturdays?
- What does the girl count on Sundays?
- What questions do you have?



Have children use p. 182 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 2  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the details that tell more about the characters and events. Use the following questions to lead the discussion.

- **What does Grandma collect?** (owls) Display p. 12. **Look at the illustration. What can you tell about the owls?** (They are little figures. They are not real owls. They are different colors and sizes.) **Integration of Knowledge and Ideas**
- **What details show that Abuelita likes animals?** (She used to live on a farm. She is glad she has a large backyard so she can have chickens.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **How does the girl watch a movie about the circus?** (on a VCR) **A VCR is a videocassette recorder. It records a movie or television show onto a videocassette that you can watch later.**
- Read aloud the last sentence on p. 15. Help children use the illustration and p. 14 to determine how the girl responds. (The girl says she likes the mother elephant and her little elephant. It's the same response she had when she watched the circus movie on Saturday.) **Integration of Knowledge and Ideas**
- **Do these pages tell about real experiences or made-up experiences? How do you know?** (These are real experiences because they could happen.) **Key Ideas and Details**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** Help children understand the meaning of the word *hatched*. Explain that chicks are laid in eggs. When the chicks hatch, it means the eggs have cracked open and the chick can come out.


## STRATEGIC SUPPORT

**CONTENT** If children have difficulty with the numbers on pp. 12–13, set aside small objects in groups showing 1–12. Count the objects in each group one at a time. Then have children draw pictures that show groups of 1–12.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Tell how illustrations are related to the story in which they appear.  **RL.K.7**

## BENCHMARK VOCABULARY

- owls, p. 12
- collection, p. 12
- circus, p. 14



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos*, pp. 12–14, with the words *owls*, *collection*, and *circus*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *owls*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *collection* and *circus*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 184 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** Remind children that when they have a conversation about a text, they can ask questions to confirm their understanding or to clarify key details. Arrange children into small groups. Use the **Small Group Discussion Routine** on pp. TR26–TR29 as children ask and answer questions about the illustrations on pp. 12–15.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *After I read page 12, I asked myself this question: What kinds of owls does Grandma collect? When I look at the illustration on page 12, I see that the owls are different-sized figures. The words say Grandma has she gets them when she goes on trips.*

After small groups have discussed this part of the story, have them point to parts of the illustrations that provide additional details about the story.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Would you rather watch a movie about the circus or visit a real circus? Say your opinion.* (Possible response: I would like to watch a movie about the circus because I like movies.)



See **Routines** on pp. TR18–TR65.

# Reading Analysis

**RELATE ILLUSTRATIONS TO THE STORY** Explain that authors use details to tell about the characters, settings, and events in a story. Authors provide these details in both the words and the illustrations in the story. The illustration on a page supports the words on the page by showing what the words are telling. Sometimes the illustrations show more details than the words say. Other times, not all of the words on the page may be reflected in the illustrations.

**CITE TEXT EVIDENCE** Display pp. 12–13 of *I Love Saturdays y domingos*. Use the following questions to help children describe the relationship between the text and the illustration on the spread. Then record children’s responses on a Three-Column Chart with the headings *Words*, *Picture*, and *Relationship*.

- What do the words say?
- What do the illustrations show?
- How do the illustrations go with the words?


### Three-Column Chart


## Independent Reading Practice


**READING ANALYSIS: RELATE ILLUSTRATIONS TO THE STORY** Have children work together to answer the above questions about the text and illustrations on pp. 14–15 of *I Love Saturdays y domingos*. Write their ideas in the appropriate columns of the chart.

**WRITING IN RESPONSE TO READING** Ask children to think about how the illustrations and words can tell a reader about a character. Have children turn to p. 188 in their *Reader's and Writer's Journal* and dictate or write about one character from *I Love Saturdays y domingos*.




 **ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to use the words and illustrations to compare and contrast characters' experiences. Use the **Independent Reading Routine** on pp. TR38–TR41.

## Reading Wrap-Up

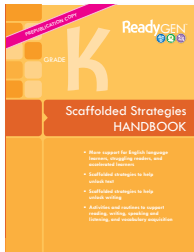
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

## READING OBJECTIVES

Tell how illustrations are related to the story in which they appear.  **RL.K.7**

Build fluency through oral reading.

 **RF.K.4**



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand the relationship between illustrations and the story in which they appear,  
**then...**use the Reading Analysis lesson in small group to help them answer the questions and complete the chart.

### READING ANALYSIS

Display pp. 14–15 of *I Love Saturdays y domingos*. Model how to answer the question *What do the words say?* by summarizing the text. **On Saturday, the girl watches a movie about the circus. She likes the elephants the best.** Write your response in the first column of the chart. Continue with the other questions, encouraging children to offer their ideas. Keep the focus on the connections between the text and the illustrations.

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 189–190)

### ORAL READING

Have children revisit their *I Can Read Reader 19*. Review story words that children may need help reading: *his*, *the*, *brim*, *too*. Read aloud each sentence and have children repeat after you. Ask the following questions and have children complete the activity.

- **What does Hal have?** (a hat)
- **What does Hal's hat look like?** (It has a big brim and a big top.)
- **Put an X on the word that tells why Hal takes his hat off.**

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand the relationship between illustrations and the story in which they appear,

**then...**extend the Reading Analysis lesson by having children describe how the text and illustrations on other pages in *I Love Saturdays y domingos* are related.

## READING ANALYSIS

Have pairs of children review up to p. 11 of *I Love Saturdays y domingos* and choose one spread to describe. Ask partners to discuss the relationship between the words and the illustrations on those two pages. Have children consider the following questions in their discussion.

- **What do the words say? How can we retell them in a sentence or two?** (Responses will vary.)
- **What does the illustration show? How can we describe it in a sentence or two?** (Responses will vary.)
- **How does the illustration support the words? How does the illustration show what the words are telling?** (Responses will vary.)

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 189–190)

## ORAL READING

Have children revisit their *I Can Read Reader 19*. Review story words that children may need help reading: *his*, *the*, *brim*, *too*. Read aloud each sentence and have children repeat after you. Ask the following questions and have children complete the activity.

- **What does Hal have?** (A hat)
- **What does Hal's hat look like?** (It has a big brim and a big top.)
- **Put an X on the word that tells why Hal takes his hat off.**





## WRITING OBJECTIVES

Discuss how writers can tell about an event using details.



Identify and use nouns. L.K.1.b

# Writing

## Narrative Writing

### TELL ABOUT AN EVENT

**TEACH** Explain to children that when writing a narrative text, writers tell about events. Remind children that events are the things that happen in a story. Writers often use details in the words and illustrations to tell more about an event.

For example, a writer might write to narrate about going to the zoo. This is the event. The writer could then tell more about the event by answering questions in the details, such as *Who goes to the zoo? Why are they going to the zoo? What kinds of animals do they see? How can you describe the animals?* The writer could use the words or illustrations to provide details that might answer these questions.

Writers write about real or imaginary events to entertain readers. They use details to make the writing more interesting and understandable.

- What event is the writer telling about?
- What details are in the illustrations?
- What details are in the words?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see how the writer identifies the event and then uses details to tell more about the event. Display pp. 14–15, read aloud the first sentence on each page, and demonstrate how the event is introduced on each day:

One Saturday, Grandpa and Grandma **play a movie about the circus** for me on their VCR.

The event on **Saturday** is identified: **watching a movie about the circus.**

*Un domingo*, Abuelito y Abuelita **take me to a real circus.**

The event on *domingo* (Sunday) is identified: **going to a real circus.**

Explain to children how each day has an event that the writer will tell details about.

Display the illustrations on pp. 14–15. Have children describe what they see in each illustration. Explain to children that the illustrations can tell more details about the event.

Create a T-Chart on the board. Label one column *Circus Movie* and the other column *Real Circus*. Write the details that children suggest in the appropriate column. If necessary, prompt children with questions such as:

- What do the elephants look like? How are they alike and different?
- How do the girl and Grandpa and Grandma watch the circus movie?
- How do the girl and *Abuelito* and *Abuelita* watch the real circus?
- How are the events alike and different?

Explain to children that writers often include details in the words and illustrations to make the event more entertaining.

### CONVENTIONS Nouns

**TEACH AND MODEL** Remind children that a noun is a word that names a person, animal, place, or thing. Write the following sentences on the board. Explain to children that highlighted words are all nouns.


She collects **owls**.  
The **chicks** are in the **backyard**.  
The **actor** makes a **movie**.


**Owls** names an animal.  
**Chicks** names an animal. **Backyard** names a place.  
**Actor** names a person. **Movie** names a thing.

**APPLY** Write the following list of nouns on the board: *cow, park, ball, mail carrier, fish, chef, zoo, bicycle, baby-sitter, horse, library, computer*. Have children work with a partner to sort the nouns and then use the nouns in complete sentences. Then have partners share some of their sentences with the class. Then have children turn to p. 186 in their *Reader's and Writer's Journal*. Tell them to draw a picture of something that names a noun and then use the noun to dictate or write a sentence.



## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Draw and dictate or write to narrate an event about a family tradition or activity using details.  W.K.3

# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to narrate an event through writing. Remind them that an event is something that happens in a story. The event should include details that make it interesting so that readers will want to read about. Show children what they can do when they are asked to write about an event.

- **Identify the Event**—Explain to children that sometimes a writing prompt will tell them to narrate an event through writing. The event can be based on real or imaginary experiences. Tell children that real experiences are ones that could happen in real life and imaginary experiences are ones that are made up. Have children write about a real or imaginary event or experience that happened in the classroom. Ask children to brainstorm possible events, such as reading a book together or playing a game together, and create a list on the board. Then as a class, decide which event to write about.
- **Use Details**—Once children have decided which event to write about, have them brainstorm details they could add. One way to do that is to think about possible questions a reader might have when they read about the event. The details that children choose to add should answer any possible questions from the reader. For example, if children are writing about a real event in the classroom, they will want to include details about who was in the classroom, what happened in the classroom, and why that event happened. The details should also make the writing more interesting to read. Write children's suggestions on the board.

Choose at least two details that children offer and write them as complete sentences to make a narrative paragraph about an event. Read the paragraph aloud. Discuss with children any other details they think their shared writing project needs.

Remind children that writers tell about events using details to provide a complete description about what happened. The details help make the writing entertaining.

## Independent Writing Practice

**IDENTIFY THE EVENT** Ask children to think about and then choose a family activity or tradition to write about.

**USE DETAILS** Ask children to think about what details they can add to their event. Remind them to think about the kinds of questions the reader may have when they read about the event. Encourage children to use the answers to those questions in their writing.

**WRITE** Have children dictate or write to narrate an event about a family activity or tradition. Tell them to be sure to include nouns in their writing. Have them draw a picture to include with their writing. Remind them that their picture can show more details about the event.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their events. If they have access to a printer, have them print out their events and add their drawing to the print out.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**NOUNS** Children's home languages also have words for people, places, animals, and things. To help them learn nouns for things, point to objects in the classroom and have children say the name for the object in their home language. Then say the name of the object in English and have children repeat after you. Write the nouns on the board and have children sort them into categories: *person, animal, place, thing*.

#### STRATEGIC SUPPORT

**WRITING SUPPORT** Explain to children that sometimes when writing, their first idea will not work out. That's why writers plan what they want to write about before they do any writing. Encourage children to use a graphic organizer to write key words and details about the event they want to write about.

# LESSON

# 5

## LESSON 5 OBJECTIVE

Identify and use new vocabulary words found in stories.



## READING OBJECTIVES

Ask and answer questions about key details in a text.



Engage in group reading activities.



# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 16–19 of *I Love Saturdays y domingos* and work through the lesson: *Writers understand that narratives are based on real or imaginary experiences.*

### LESSON 5 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display the front cover of *I Love Saturdays y domingos*. Have children recall the characters, setting, and events up to p. 16. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 16–19 of *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the details about the events that are in the words and illustrations. Discuss the questions below with children.

- What color are the fish on Saturday?
- What color are the fish on Sunday?
- What questions do you have?



Have children use p. 182 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 5  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on comparing and contrasting the events. Use the following questions to lead the discussion.

- **What does the little girl like about the aquarium?** (She thinks it is fun to watch the big and little fish.) **Key Ideas and Details**
- **Listen to this sentence: “I watch, my nose pressed against the glass, for a long time.” Look at the illustration. Think about what the girl is doing. What do her actions tell about her?** (She really likes looking at the fish. She is interested in seeing them up close.) **Integration of Knowledge and Ideas**
- **Display pp. 16–17. How are the girl’s experiences on Saturday and Sunday alike on these pages?** (On both days she looks at fish and has fun.) **How are the girl’s experiences different?** (On Saturday she looks at fish in an aquarium. On Sunday she looks at fish in the ocean.) **Integration of Knowledge and Ideas**
- **How are the girl’s experiences with the balloons and the kite similar?** (The balloons and kite are many different colors. They are both surprises. She plays with them outside. She has fun with both.) **Integration of Knowledge and Ideas**
- **How are the girl’s experiences with the balloons and the kite different?** (The balloons are compared to a bouquet of flowers. The kite is compared to a giant butterfly. She runs with the balloons. She stands still with the kite.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** Help children understand the phrase “my nose pressed against the glass.” Tell children to look at the illustration. Explain that sometimes when people want to get a closer look at something, they lean in. Demonstrate leaning in. Then tell them that an aquarium is a glass tank, so when people lean into it, their noses might touch the glass.

## STRATEGIC SUPPORT

**TEXT STRUCTURE** If children still have difficulty understanding the Spanish words in the story, reread the corresponding Saturday and Sunday sentences. Model how to determine what the Spanish words mean. Then reread the last sentence on p. 17. Explain to children how the meaning of “*un buen rato*” is used in the sentence.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Sort story words into categories to better understand concepts.

 **L.K.5.a**

## BENCHMARK VOCABULARY

- aquarium, p. 16
- seashore, p. 17



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos*, pp. 16–19, with the words *aquarium* and *seashore*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *aquarium*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *seashore*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 184 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** Have small groups discuss the events and illustrations on pp. 16–19. Guide the discussion with the **Small Group Discussion Routine** on pp. TR26–TR29. Have children share their thoughts, feelings, or ideas about what they have read.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *I can see why the girl thinks Grandpa's aquarium is beautiful. In the illustration, I see how colorful it is!*

Have small groups share their ideas with the class. Tell them to work together to draw one picture that shows the events on Saturday and another picture to show the events on Sunday. Remind children that drawings and other visuals can help provide more details to their descriptions and ideas.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Would you rather look at an aquarium or visit the seashore? Why? Say your opinion.* (Possible response: I would want to look at an aquarium because I can see the fish up close.)



See **Routines** on pp. TR18–TR65.

## Language Analysis

**CRAFT AND STRUCTURE** Remind children that when authors write, they make choices about what kinds of words to use to tell a story. Readers can sometimes sort these words into different groups, or categories, to help them better understand the story and the words. This is a way for readers to build their vocabulary for when they are writers.

**SORT WORDS** Display the Two Sorting Boxes graphic organizer. Read p. 16 of *I Love Saturdays y domingos*. Tell children that you heard a word that names a color. Read this sentence again: “Look at that big fish!” Grandpa says, and points to the big yellow fish.” Write the title *Colors* in one of the sorting boxes and write *yellow* in the box.

Tell children that you also heard a word that names a size in the same sentence. Read the sentence aloud and help children identify the word *big*. Write the title *Sizes* in the other sorting boxes and write *big* in the box. Continue with p. 17 and the words *silver*, *big*, and *grande*.

Two Sorting Boxes

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children continue filling in the sorting boxes using pp. 18–19. Remind them to include the appropriate Spanish words.

**WRITING IN RESPONSE TO READING** Have children choose one word from one of the categories, *Colors* or *Sizes*, and draw a picture of how the word is used in the story. Then have them dictate or write about their drawing on p. 188 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to think about how characters have similar experiences in different stories. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT


## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

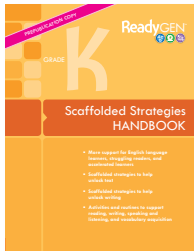


## READING OBJECTIVES

Sort story words into categories.  L.K.5.a

Ask and answer questions about key details in a text.

 RL.K.1



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify words that can be sorted into categories,

**then...**use the Language Analysis lesson in small group to help them understand sorting before completing the graphic organizer.

**If...**children need extra support to understand the story,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

### LANGUAGE ANALYSIS

Write these words on the board: *shirt, run, jump, socks, hat, skip, shoes*. Read the words aloud. Model how to figure out if any of the words have anything in common. **I know we can wear shirts. We can also wear socks. Are there any other words that name things we can wear?** Help children establish two categories for these words: *Things We Can Wear* and *Things We Can Do*. After children have practiced sorting a list of words and understand the concept and process, work with them to fill in the *Colors* and *Sizes* sorting boxes for *I Love Saturdays y domingos*.

### CLOSE READING WORKSHOP

**REVISIT *I Love Saturdays y domingos*** Read p. 18 of *I Love Saturdays y domingos*. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 **What details can you find about the balloons?** (They are a surprise. They look like a bouquet of flowers. They are yellow, orange, red, blue, and green. The girl plays with them in the yard.)
- 2 **Do you think the balloons look like a big bouquet of flowers? Use details from the words and picture to support your opinion.** (Possible response: Yes, because they are different colors.)
- 3 **Think of one question about this part of the story to ask a partner. Remember that you can use the words and illustrations in the story to help you find the answer.**

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand how to sort words into categories,  
**then...**extend the Language Analysis lesson by having children sort other words from *I Love Saturdays y domingos* into categories.

## LANGUAGE ANALYSIS

Give each child a copy of the Two Sorting Boxes graphic organizer. Write the following categories on the board: *Action Words*, *Describing Words*, *Places*, *Animals*. Review each category with children. Tell children to choose two categories, label each of the boxes on the graphic organizer, and find words from the story that fit in the categories. Have children draw, dictate, or write the words. Then use the following questions to guide the discussion.

- **What words did you find for *Action Words*?** (Possible responses: visit, serves, roll, collects, counts, nibbling, made, blow out, sing)
- **What words did you find for *Describing Words*?** (Possible responses: spongy, wonderful, beautiful, difficult, pretty)
- **What words did you find for *Places*?** (Possible responses: garden, backyard, circus, seashore, Europe, New York City, Mexico, Texas, California)
- **What words did you find for *Animals*?** (Possible responses: tabby cat, dog, owls, chickens, chicks, lions, tigers, giraffes, elephant)
- **How can sorting words into categories help you understand what words mean?** (Possible response: If I know what the categories mean, it can help me figure out what each word in each category means. Then I know how I can use the words when I write.)

Have children choose one word from each category and draw a picture that shows what the word means. For *Action Words*, have children act out the word.

## WRITING OBJECTIVES

Discuss how writers use a character's reaction in a narrative text.



Identify and use common nouns.



# Writing

## Narrative Writing

### CHARACTER'S REACTION

**TEACH** Remind children that in a story, a writer tells about characters, settings, and events. One way a writer can tell about a character is to show how the character reacts to, or acts because of, a particular event in the story. The writer can tell what the character does or says, or how the character feels after the event happens.

When writers write about themselves, they would add their own reaction to events. Explain that a writer's personal reaction is what he or she does, says, or feels about the event he or she is writing about. Tell children that sometimes they will need to add their own reaction to events when writing.

Writers include character reactions or their own reactions in narrative writing so readers can learn more about the character or the writer.

- How does the character respond?
- What do we learn about the character from the reaction?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see that the writer tells how the girl reacts to the aquarium by telling how she feels and what she does:

It's fun to watch the big and little fish.  
I watch, my nose pressed against the glass,  
for a long time.

Tells how the girl reacts to the event by telling how she feels: *It's fun to watch.*

Tells how the girl reacts to the event by telling what she does: *my nose pressed against the glass.*

Point out how the writer shows how the girl reacts to the seashore by telling what she says and what she does:

—*Me gustan los chiquitos*— I answer, and  
show him some little silver fish that are  
nibbling by a rock.  
*We stay at the pier un buen rato, for a long  
time.*

Tells how the girl reacts by telling what she says: *Me gustan los chiquitos.*

Tells how the girl reacts by telling what she does: *stays at the pier for a long time.*

Display pp. 18–19 and point out how the writer shows how the girl reacts to the surprises by telling what she says and does:

“What fun, Grandpa!” I say, and run with my balloons up and down the yard.

The writer uses words and actions to show how the girl reacts.

— ¡Qué divertido, Abuelito! — I say. And I hold on to the string of my kite as it soars high in the air.

The writer uses words and actions to show how the girl reacts.

Explain to children that writers include a character’s reactions because it tells more information about the character. When children write, they can use what the character says, does, or feels, to tell the character’s reaction.

### CONVENTIONS Nouns

**TEACH AND MODEL** Remind children that a noun is a word that names a person, animal, place, or thing. Write the following sentences on the board. Explain to children that highlighted words are all nouns.


The fish are big and yellow.  
She ran with the balloons in the yard.  
The girl holds the string on the kite.


*Fish* names an animal.  
*Balloons* names things. *Yard* names a place.  
*Girl* names a person. *String* and *kite* name things.

**APPLY** Arrange children into four groups. Assign each group a category: *Person, Animal, Place, Thing*. Tell children to draw a picture of a noun that fits in their group’s category. Collect all the drawings and display them one at a time to the entire class. Have the class decide what the drawing names and if it is a person, animal, place, or thing. Ask a volunteer to use the noun in a complete sentence. Then have children turn to p. 186 in their *Reader’s and Writer’s Journal*. Tell them to draw a picture of something that names a noun and then use the noun to dictate or write a sentence.



## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to add their reaction to an event.  W.K.3

# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to add a character's reaction to their writing. Other times they will be asked to add their own reaction to their personal writing. Remind them that a reaction is how they or a character reacts to, or acts because of, a particular event. Show children what they can do when they are asked to add a character or personal reaction to an event.

- **Review the Events**—Explain to children that sometimes a prompt will ask them to add a character's reaction to an event they have already written about. Other times the prompt might ask them to write about an event and include a reaction. Have children review the real or imaginary classroom event they wrote as a class in Lesson 4.
- **Brainstorm a Reaction**—Once children have reviewed the event, have them think of possible reactions they can include. Tell them to think of how characters, or themselves, could react through what they say, what they do, or how they feel. Explain to children they need to choose specific words that clearly show the character's reaction or their own reaction to the event. Create a three-column chart on the board labeled *Do*, *Feel*, and *Say*. Model one possible reaction to the event for each column, such as laughing, feeling happy, or saying "That's a great joke." Explain that these are examples of how characters could react through what they say, do, or feel. Have children suggest different reactions that could go with the real or imaginary classroom event the class wrote about in Lesson 4. Write all suggestions in the chart.

Choose at least three possible reactions from the chart and write them as complete sentences on the board, such as *She felt so happy when everyone started laughing at her joke*. Read the reactions aloud. Discuss with children if they should add more detail to the reactions.

Remind children that a character's reaction or a personal reaction to events in a narrative help the reader understand more about the character or writer.

## Independent Writing Practice

**REVIEW THE EVENTS** Ask children to review the family activity or tradition event and details they wrote about in Lesson 4. Tell them to find a place to add their reaction to the event.

**BRAINSTORM A REACTION** Ask children to think about how they could use what they say, what they do, or how they feel to write a reaction to the event.

**WRITE** Have children dictate or write to add their reaction to the event they wrote about in Lesson 4. Have children check to make sure their sentence includes a noun.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**CHARACTER'S REACTION** Children may struggle to understand the term *character's reaction*. Explain that a reaction is how someone responds to a situation or event. Discuss possible events, such as a surprise party. Ask children to think about what they would say, what they would do, and how they would feel at a surprise party. Record their responses. Model how to turn those reactions into complete sentences.


#### STRATEGIC SUPPORT

**WRITING SUPPORT** If children struggle to write a character or personal reaction, have them draw a picture of the event to help them visualize possible reactions. It may also be helpful to prompt them with questions, such as *How would you feel if \_\_\_\_? What would you say if \_\_\_\_? What would you do if \_\_\_\_?*

# LESSON

# 6

## LESSON 6 OBJECTIVE

Describe characters and their experiences.  **RL.K.3**

## READING OBJECTIVES

Ask and answer questions about key details in a text.



Engage in group reading activities.



# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 20–23 of *I Love Saturdays y domingos* and work through the lesson: *Writers understand that narratives are based on real or imaginary experiences.*

### LESSON 6 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display the front cover of *I Love Saturdays y domingos* and have children recall the characters, setting, and events up to p. 20. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 20–23 of *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the characters and their experiences. Discuss the questions below with children.

- What did *Abuelito* do for a job when he was young?
- What did Grandpa do as a boy?
- What questions do you have?



Have children use p. 191 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 6  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** Where did Grandpa's family come from? (Europe) *Europe* is a continent that has many countries. How did Grandpa's family get from Europe to America? (on a ship)
- **BY-THE-WAY WORDS** Where did *Abuelito's* father look for work? (Texas) *Texas* is a southern state. What happened when *Abuelito's* father went to Texas? (*Abuelito* was left in charge of his family.)
- What does the way Grandpa and *Abuelito* grew up tell you about them? (They care a lot about their families. They are responsible. They grew up fast.) **Integration of Knowledge and Ideas**
- Why do you think Grandma is very proud of her grandmother? Use examples from the story to support your answer. (She went on a long and difficult trip to get to California. She became a teacher.) **Key Ideas and Details**
- How does the girl listen to the stories? What does this tell about her? (She sits on Grandpa's lap. She looks over Grandma's shoulder. She likes to listen to the stories.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** How did Grandma's family get to California? (They rode in a covered wagon.) Display p. 22. Look at the illustration. How would you describe a *covered wagon*? (Two animals pull it. It has wheels. There is a cover over it.)
- **BY-THE-WAY WORDS** *Abuelita's* family are Native Americans. *Native Americans* are people who have lived in the Americas for a long time. They are also known as American Indians. How does *Abuelita* feel about being *Native American*? (She is proud because they really know how to love the land.)

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** Help children understand the phrase "really know how to love the land." Explain that Native Americans took care of the land and used it respectfully. They farmed on the land and used it wisely.


## STRATEGIC SUPPORT


**STORY CONTENT** Children may struggle to understand this section of the story. Explain to children that the girl is now hearing stories about her grandparent's grandparents. Draw a simple family tree on the board so children can visualize the connection.



## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Identify and describe characters and their experiences.  **RL.K.3**

## BENCHMARK VOCABULARY

- trail, p. 22
- proud, p. 23



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos*, pp. 20–23, with the words *trail* and *proud*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *trail*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *proud*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 193 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** Remind children that when they have a conversation about a text, they can ask questions to confirm their understanding or to clarify key details. Use the **Paired Discussion Routine** on pp. TR18–TR21 and have partners go back to the text to ask and answer questions that tell about the characters and cultures of the story.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *Grandpa tells the girl stories about when he was young. Does the girl like hearing these stories? I can look at the illustration on page 20 and see that the girl sits on his lap and smiles while he talks. I think that means she likes listening to the stories.*

After partners have discussed the characters and cultures, ask them to share how they used details from the text to answer the questions.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Which grandparent tells a more interesting story? Say your opinion.* (Possible response: Grandpa, because I think coming to America on a ship sounds exciting.)



See **Routines** on pp. TR18–TR65.

## Reading Analysis

**CHARACTER** Remind children that characters are the people or animals in a story. Characters are who or what the story is about. Writers tell what the characters look like, what they say and do, and how they feel. Writers give these details in both the words and the illustrations in the story.

**CITE TEXT EVIDENCE** Display a T-Chart graphic organizer with the titles *Words* and *Illustrations*. Read p. 20 and ask children to find details in the words about Grandpa. Write their ideas in the column titled *Words*. Then have children look at the illustrations to find details about Grandpa. Add children's suggestions to the column titled *Illustrations*. Review the completed chart and discuss what these details tell about Grandpa.

- What do the words tell us about the character?
- What do the illustrations tell us about the character?

T-Chart

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## Independent Reading Practice

**READING ANALYSIS: CHARACTER** Have children choose either *Abuelito*, *Grandma*, or *Abuelita* and complete a T-Chart titled *Words* and *Illustrations*. Tell them to dictate or write details from the words or illustrations in the appropriate columns.

**WRITING IN RESPONSE TO READING** Have children use their completed T-Chart and dictate or write a complete sentence about the character on p. 197 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to pay attention to the ways characters' experiences are similar and different. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT


## Reading Wrap-Up

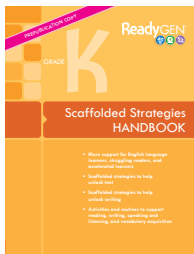


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

## READING OBJECTIVES

Identify key details about characters in a story.  RL.K.3

Ask and answer questions about key details in a text.  RL.K.1



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify details about characters in a story, **then...**use the Reading Analysis lesson in small group to help them identify details in the words and illustrations.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Model how to identify details about *Abuelito*. First, read p. 21 of *I Love Saturdays y domingos* aloud, one sentence at a time. After each sentence, ask children to tell what they learned about *Abuelito* (for example, he likes to tell stories). Then discuss each illustration on the page one at a time. Write the details in the appropriate columns of the T-Chart. Continue with Grandma and *Abuelita* for more practice.

### CLOSE READING WORKSHOP

**REVISIT *I Love Saturdays y domingos*** Read p. 22 of *I Love Saturdays y domingos*. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about Grandma's grandmother? (She was born on the trail to California. She rode in a covered wagon.)
- 2 Do you like the story that Grandma tells? Use details from the words and picture to support your opinion. (Possible response: Yes, because it sounds like Grandma's grandmother has an interesting life.)
- 3 Think of one question you would want to ask Grandma's grandmother. Write it on a sheet of paper and share it with a partner.

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand how to identify and describe key details about characters in a story,

**then...**extend the Reading Analysis lesson by having children complete the T-Chart for the remaining two characters.

## READING ANALYSIS

Give children two more T-Charts. Tell them to fill in each chart with the remaining two characters they have not yet described. Remind them to use the words and illustrations to tell details about the characters. Then have them review each chart and find ways the characters are similar and different. Remind children that characters go through experiences that are similar and different.

- **How are Grandpa and Abuelito similar?** (They both worked hard as young boys to help their families.)
- **How are Grandpa and Abuelito different?** (Grandpa grew up in New York City. He delivered newspapers. *Abuelito* grew up in Mexico and worked in the field.)
- **How are Grandma and Abuelita similar?** (They both tell stories about their grandmothers and mothers. They are both proud of their grandmothers.)
- **How are Grandma and Abuelita different?** (Grandma's grandmother came from California. She became a teacher. *Abuelita's* grandmother is a Native American.)

## WRITING OBJECTIVES

Review how and why writers tell and support an opinion.



Write letters for sounds to spell simple words.



# Writing

## Opinion Writing

### TELL AND SUPPORT AN OPINION

**TEACH** Explain to children that when writers write an opinion, they tell what they think or feel about something. Writers want readers to agree with their opinion, so writers often give reasons to support their opinion. They tell why they think or feel the way they do. They want their reasons to convince readers to accept their opinion.

A fact is something that can be proved to be true. An **opinion** is something that a person believes or thinks. It cannot be proved to be true. Sometimes writers will write about their preference. A **preference** is a choice. It is the option that the writer picks.

Everyone is allowed to have their own opinion. They can think or feel how they want to about something. It is important to respect people's opinions.

Writers sometimes include opinions in other kinds of writing, such as stories. A character may express what they think or feel about something in the story. A character may also express a preference, or choice, between more than one idea or thing.

- What does the girl think or feel about her Grandma's pancakes?
- What does the girl think or feel about *Abuelita's huevos rancheros*?
- Which animals does the girl prefer at the circus?
- Which fish does the girl prefer at the aquarium and seashore?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children recognize the girl's opinions in the story. Display pp. 8–9 and point out that Grandma asks the girl for her opinion of the pancakes:

Grandma asks me, "Do you like them sweetheart?"  
And I answer, "Oh, yes, Grandma, I love them!"

The girl tells her opinion of the pancakes: she loves them!

Point out on p. 9 how the girl tells her opinion about *Abuelita's huevos rancheros*:

No one makes them better than *Abuelita*.

This is the girl's belief.  
Others may think someone  
else makes better *huevos rancheros*.

Point out that on pp. 14–15 the girl is asked to tell a preference, or make a choice, about which part of the circus she likes best:

"I like the mother elephant and her little elephant best."

This is the girl's preference, or  
choice, among all the parts of  
the circus movie.

When they ask me what I like best, I say:  
—*La mamá elefanta y su elefantito*.

This is the girl's preference, or  
choice, among all the animals  
at the circus.

Point out that the narrator does not offer reasons for the girl's opinion or preference, but readers may be able to figure out reasons from clues in the text. Encourage children to offer possible reasons.

Explain to children that writers may include opinions in many kinds of writing, but in opinion writing, a writer states an opinion and supports it with details and reasons. Gathering these details and reasons is an important part of opinion writing.


### CONVENTIONS Spelling


**TEACH AND MODEL** Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *run*. Have children repeat the word after you. Then segment the sounds in the word as you write *r*, *u*, *n* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on p. 195 of their *Reader's and Writer's Journal*.

**APPLY** Have children listen as you say the word *hut*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *sun*. Then have partners check each other's spelling.



## WRITING OBJECTIVES

Participate in a shared opinion writing task.  W.K.7

Dictate or write to tell an opinion about a topic.  W.K.1

# Opinion Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that they will often be asked to write their opinion about a topic or issue. Remind them that their opinion is what they think or feel about the topic or issue. Point out that sometimes in addition to stating their opinion, they might be expected to write details and reasons that support their opinion, or that tell why they think the way they do. Show children steps they can use to write an opinion and reasons.

- **Gather Information**—Explain to children that sometimes a writing prompt will tell them to answer a question with their opinion and provide a reason for their opinion. Tell children that they can use information from a book or from their personal experience to support how they think or feel about the question. For example, think about spending time with family members. What kinds of things do families do together? List children's suggestions on the board. Remind them to think about the girl's experiences in *I Love Saturdays y domingos*.
- **Write**—Explain that gathering information about a topic will help writers form an opinion about the topic. Tell children that the information they gathered about family activities will help them state an opinion about spending time with family members. Model how to form an opinion based on the information gathered: *I think spending time with family members is important to learning and understanding the family's culture. That is my opinion.*
- **Support**—Explain that you want readers to agree with your opinion, so you will give a reason or two that support your opinion. The reasons can sometimes answer the question of how you came to your opinion. Show children how you can find support for your opinion: *The girl spends time with her family by eating breakfast. She eats pancakes and huevos rancheros. She loves both of them even though they are different. She learns to like different foods. These details and reasons support my opinion.*

Write your opinion and reasons on the board and read them aloud to children. Have children offer other reasons that support your opinion.



## Independent Writing Practice

**GATHER INFORMATION** Have children continue listing the girl's experience with spending time with her grandparents in *I Love Saturdays y domingos*. Encourage children to also think of things they do when they spend time with family members.

**WRITE** Tell children to state an opinion in response to this question: *Do you think spending time with grandparents or other family members is important to understanding your culture?* Have children dictate or write their opinion. Have children sound out words as they spell them.

**SUPPORT** Have children use details from the book or their own experience to support their opinion.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their opinions. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**FACT AND OPINION** Children may need support in understanding the differences between fact and opinion. Write one fact and one opinion on the board. Model how to identify which is the fact and which is the opinion: *The story is about his job delivering papers. This is a fact. It can be proved true by going back to the story to tell what it is about. Delivering papers is a very difficult job. This is not a fact. It cannot be proved true. It tells what someone thinks about delivering papers.*

#### STRATEGIC SUPPORT

**SUPPORT FOR OPINIONS** Children may struggle to find ways to support their opinion. Offer an opinion, such as *I think listening to stories is the best way to learn about culture*. Then offer reasons why you think that way. (*I can relate to the stories. I have fun when I listen to stories.*) Explain that these support the opinion by telling why.



# LESSON

# 7

## LESSON 7 OBJECTIVE

Identify and use vocabulary in new ways. 

## READING OBJECTIVES

Ask and answer questions about key details in a text.

 RL.K.1

Engage in group reading activities.

 RL.K.10

# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 24–27 of *I Love Saturdays y domingos* and work through the lesson: *Learners understand that families and communities from different cultures share characteristics and experiences.*

### LESSON 7 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *I Love Saturdays y domingos*. Ask children to tell about the characters on the cover. Then have them compare and contrast one experience the girl has on Saturday and on Sunday. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 24–27 of *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the details about the girl's experience with both sets of grandparents. Discuss the questions below with children.

- What do Grandma and Grandpa give the girl?
- What do *Abuelito* and *Abuelita* give the girl?
- What questions do you have?



Have children use p. 191 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 7  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the details in the words and illustrations. Use the following questions to lead the discussion.

- **How is this day different from the other days?** (It is the girl's birthday. Her grandparents come to her house.) **Integration of Knowledge and Ideas**
- **Listen to this sentence: "Grandma has made her a dress in my favorite color." How can we find out her favorite color?** (look at the illustrations or keep reading.) **What is her favorite color?** (blue) **Integration of Knowledge and Ideas**
- **What is the girl's reaction to the new doll?** (She thinks it is beautiful. She says thank you.) **What does this tell you about the girl?** (She likes dolls. She is polite.) **Key Ideas and Details**
- Read aloud p. 26. **Look at the illustrations and listen to the words. What is the relationship between the illustrations and the words on the page?** (The illustrations show what the words say. She gets a dollhouse and a new dress from *Abuelito* and *Abuelita*. She hugs them and says thank you.) **Integration of Knowledge and Ideas**
- **How are the girl's experiences with her grandparents on her birthday similar and different?** (They both get her gifts. She says thank you to both and hugs them. Grandpa and Grandma get her a new doll. *Abuelito* and *Abuelita* get her a dollhouse and new dress.) **Integration of Knowledge and Ideas**
- **How are the girl's two cultures shared on her birthday?** (Both sets of grandparents worked together to get the girl the perfect presents.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**SENTENCE STRUCTURE** Help children understand the sentence "*Abuelito y Abuelita* also come." Explain to children that this refers back to the sentence that tells that Grandpa and Grandma come to the house. *Abuelito* and *Abuelita* come to the house too.

## STRATEGIC SUPPORT

**CONTENT** Children may struggle with understanding the Spanish on p. 26. The sentences do not exactly align with the sentences on p. 24. Point out the Spanish phrase *mi color favorito* and help children determine what this means based on what the words sound like.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Identify ways that words from the story can be used in real life.  **L.K.5.c**

## BENCHMARK VOCABULARY

- dollhouse, p. 26



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentence from *I Love Saturdays y domingos*, pp. 24–27, with the word *dollhouse*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *dollhouse*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meaning of the selected word on p. 193 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** As a class, go back to the text and illustrations to share their thoughts, feelings, or ideas about what happens when both sets of grandparents come to the girl's birthday party. Use the **Whole Class Discussion Routine** on pp. TR22–TR25. Remind children to speak loudly and clearly so everyone can hear and understand them.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *Grandpa and Grandma give the girl a new doll. I can tell she really likes it because the words say she gives Grandpa a kiss. The illustration on page 25 shows her hugging Grandma.*

After the discussion, ask children to explain how the details in the words and illustrations helped them better understand what happens.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think the doll and dollhouse is the best gift for the girl? Say your opinion.* (Possible responses: Yes, because she is so happy to have them. No, because she likes so many other things, such as balloons and kites.)



See **Routines** on pp. TR18–TR65.

# Language Analysis

**CRAFT AND STRUCTURE** Explain to children that sometimes texts have words that readers can use in their daily lives. Readers can think about what the word means in the text and then decide how they can make real-life connections between the word and its use.

Use a Three-Column Chart. Write the words *favorite*, *beautiful*, and *pretty* as the titles of the columns. Reread the sentences from the story that use each word. Point to each word in each of the sentences. Then help children use the other words in the surrounding sentences to determine the meanings of the words. Write their definitions in the columns under the appropriate words.


**WORDS AND THEIR USE** Discuss with children how they can use these words in their everyday lives. Write children's responses in the appropriate columns. Use the following questions to start the discussion.

- How do you decide which is your *favorite* from many choices?
- What things in your life could you describe as *beautiful*?
- What things in your life could you describe as *pretty*?

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children draw a real-life example or use for each word and label each picture with the word. Ask volunteers to share their examples with the class.

**WRITING IN RESPONSE TO READING** Have children think about the words the author uses to tell about the birthday gifts. Tell children to turn to p. 197 in their *Reader's and Writer's Journal* and describe the gifts the girl received for her birthday.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare and contrast characters' experiences. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

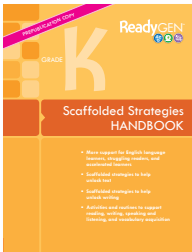
## READING OBJECTIVES

Identify how words from the story can be used in real life.

 L.K.5.c

Build fluency through oral reading.

 RF.K.4



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify the connection between the words in the story and their real-life use,

**then...**use the Language Analysis lesson in small group to help them find ways to use the words in their lives.

### LANGUAGE ANALYSIS

Display the completed Three-Column Chart. Review the meanings of each word. Reread the sentences in *I Love Saturdays y domingos* that use the words. Discuss how the meanings are used in the story. Then model how to use the words in your life. For example: **I have many favorite things. My favorite color is green, my favorite food is apples, and my favorite game is tag. I saw a beautiful sunset when I was on vacation. I wore a pretty dress to the party.** Help children use the words to describe things in their own lives. Prompt them with questions that will help them use the words in a real-life context.

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 199–200)

### ORAL READING

Distribute *I Can Read Reader 20* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “The List.” Review the irregularly spelled words *she, to, do, look, the, is, yellow, and come*. **Let's read the story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following question and ask children to complete the following activities.

- How many items are on Lil's list? (two)
- Underline the title of the story.
- Circle the name of Lil's yellow lab.

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand the connections between words from the story and their real-life use,

**then...**extend the Language Analysis lesson by having children identify real-life connections for other words in *I Love Saturdays y domingos*.

## LANGUAGE ANALYSIS

Give children a Three-Column Chart. Tell them to label the columns *special*, *wonderful*, and *nibbling*. Have children go back to the text to find how the words are used in the story. Tell children to then think of how they can use the words in their own life. Use the following questions to guide the discussion.

- *What are special days in your life?* (Responses will vary.)
- *Who is someone you know that is wonderful or who does wonderful things for you?* (Responses will vary.)
- *What kinds of food would you nibble?* (Responses will vary.)

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 199–200)

## ORAL READING

Distribute *I Can Read Reader 20* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “The List.” Review the irregularly spelled words *she*, *to*, *do*, *look*, *the*, *is*, *yellow*, and *come*. **Let's read the story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following question and ask children to complete the following activities.

- *How many items are on Lil's list?* (two)
- *Underline the title of the story.*
- *Circle the name of Lil's yellow lab.*



## WRITING OBJECTIVES

Discuss how revising by adding details can make writing more interesting.



Print short sentences using knowledge of uppercase and lowercase letters.



# Writing

## Narrative Writing

### REVISE TO ADD DETAILS

**TEACH** Remind children that in a narrative text, writers tell about characters, setting, and events. Characters are the people or animals in a story, the setting is the time and place of the story, and the events are what happen in the story.

Explain to children that when writers revise, or change, their writing, they look for ways to improve their writing, or make it better. Writers who write narratives want to describe their characters and setting thoroughly, use details to tell about events, and tell those events in order.

When writers revise, they may take out a sentence that does not belong because it does not help tell the story. They may combine two sentences that tell about the same idea. Or they may add words, phrases, or sentences that tell more about the characters, setting, or events.

- What detail does the writer give about the girl on page 24?
- What detail does the writer give to tell about what the girl does on page 24?
- Why do you think the writer added these details to her writing?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**MODEL** Through the discussion, help children understand that not only does the writer add details to make the story more interesting, but she also carefully chooses the details she uses.

On page 24, the writer could have said, “Grandma has made her a dress.” Why do you think the writer added the phrase *in my favorite color* to the end of the sentence?

Grandma has made her a dress **in my favorite color**.

The writer adds the phrase to tell a detail about a character. *In my favorite color* lets readers know that whatever the dress’s color is, it is the girl’s favorite color.

On page 24, the writer could have said, “‘What a beautiful doll, Grandpa!’ I tell him.” Why do you think the writer added the sentence *I give him a big kiss*?

“What a beautiful doll, Grandpa!” I tell him, and I give him a big kiss.

The writer adds the sentence to tell more details about the girl and the event.

Explain to children that writers who write narrative texts use details to tell more about the characters, setting, and events. When they revise their writing, writers often add details or change words to better describe the characters, setting, and events.

### CONVENTIONS Print Sentences

**TEACH AND MODEL** Write the following short sentences on the board one at a time, modeling proper printing conventions. Read each sentence aloud. Point out that we print uppercase and lowercase letters to write words and that we use words to make sentences. Use each sentence to identify good examples of printing conventions, such as letter spacing, word spacing, uppercase and lowercase letters, and punctuation.

What a surprise!  
The present is great.  
When can we play?


Sentences begin with uppercase letters.  
Sentences end with a punctuation mark.

**APPLY** Have children copy the sentences onto p. 195 of their *Reader’s and Writer’s Journal*. Remind them to use proper spacing between the letters of a word and between the words in a sentence. Check to see that they print an uppercase letter at the beginning and put the correct punctuation mark at the end. For independent practice, have children write their own sentences on a separate sheet of paper.





## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Revise by adding a detail to a story to strengthen writing.

 W.K.5

# Narrative Writing

## SHARED REVISING

**PREPARE TO REVISE AND WRITE** Remind children that after writers write, they revise their writing. Display the illustration on p. 26 of *I Love Saturdays y domingos*. Write the following sentence on the board: Abuelito makes the dollhouse. Read the sentence aloud to children. **How can we revise this sentence? What can we do to improve it, or make it better?** Show children steps they can use to revise writing.

- **Reread**—Tell children that the first step in revising is reading the writing. Read the sentence aloud again, and have children repeat it several times. Ask them what they think about the sentence.
- **Peer Review**—Explain to children that letting others read and review what they wrote can help them improve their writing. Reviewers may see things that writers have missed. Reviewers can ask questions and make suggestions. Role-play a reviewer and give your opinion about the sentence. **I think this sentence is too simple. It needs more details about the dollhouse.**
- **Ask**—Have children think about their opinion and the reviewer's opinion of the sentence. Have them ask themselves what they need to do to revise the sentence. Guide them to see that they need to add more details.

Display the illustration again. Model how to find a detail in the illustration and add it to the sentence. **I think we should tell more about what the dollhouse looks like. I'll add the phrase *with five rooms* after the word *dollhouse*.** Read the new sentence aloud. Have children choose a describing word that adds a detail about the dollhouse, for example, *big*, *new*, or *yellow*. Add the word and read the revised sentence, for example, *Abuelito makes the big dollhouse with five rooms.*

Discuss with children how revising the sentence by adding details not only adds more information but also makes the sentence more interesting to read.



## Independent Writing Practice

**REREAD** Have children reread the story they wrote about a family activity or tradition in Lesson 4. Remind them that they added their reaction to the story in Lesson 5.

**PEER REVIEW** Have children ask partners to read their stories. Partners can ask questions and make suggestions to the writers.

**ASK** Tell children to ask themselves, “What would make my writing better? Should I add more details?” If they answer yes, they should look for details to add. Remind children that they can add details to tell more about characters, setting, and events.

**REVISE AND WRITE** Have children revise their writing by adding another detail to their story. Have children check to make sure they have used a capital at the beginning of their sentences and punctuation at the end.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their revised stories. If they have access to a printer, have them print out their stories.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction


#### ENGLISH LANGUAGE LEARNERS

**REVISE** Children may not be familiar with the concept of revising. Explain that writers don’t write everything the way they want it the first time. Practice revising a simple sentence on the board, such as *The dog runs*. Have children ask questions they have about the sentence. Explain that as a writer, you can answer those questions however you want. Add a detail to the sentence and read both sentence aloud. Discuss why the second sentence is better.

#### STRATEGIC SUPPORT

**PEER REVIEW** Pair children who struggle with adding details to their writing with more proficient writers. These writers can show what kinds of questions and comments they would ask about their own writing. Then they can guide their partners through a similar process to help them critique their own.

LESSON 8  
OBJECTIVE

Identify major events in a story and tell how the events are connected.  RL.K.3

READING  
OBJECTIVES

Ask and answer questions about key details in a text.



Recall events in order to retell parts of a story.  RL.K.2

## Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 28–32 of *I Love Saturdays y domingos* and work through the lesson: *Learners understand that families and communities from different cultures share characteristics and experiences.*

LESSON 8  
FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display pp. 24–27 of *I Love Saturdays y domingos* and have children recall details about the girl's birthday presents. Remind children of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 28–32 of *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on how the two cultures are a part of the girl's birthday. Discuss the questions below with children.

- What does a *piñata* look like?
- Who is at the girl's birthday party?
- What questions do you have?



Have children use p. 191 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 8  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on how the cultures blend. Use the following questions to lead the discussion.

- Display p. 28. Listen to the words as you look at the illustration. Who is the person holding the string? (*Abuelito*) Who is the person who covers the kids' eyes with a folded scarf? (*Abuelita*) How are the words and the illustration on these pages related? (The illustration shows what the words say.) **Integration of Knowledge and Ideas**
- Why is it important for *Abuelito* and *Abuelita* to help with the *piñata*? Look at the illustration and think about what the words tell you about the game. (Possible response: There needs to be someone to pull the string and someone else to tie the scarf.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** *Mariachis* are a type of Mexican band that play music using trumpets and guitars. Why do you think the girl would have a *mariachi* band at her birthday? (It is part of her culture.)
- Look at the illustration on the last page. How do you think the girl feels after her party? (Possible response: She looks happy. She got a new doll, had a *piñata* at her party, and all her friends and family were there.) **Integration of Knowledge and Ideas**
- How does the girl experience the two cultures on the birthday party? (She has a *piñata* from one culture and birthday cake from the other. The guests sing “happy birthday” in English and Spanish.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**CONTENT** Children may be confused by how a *piñata* works. Explain why the child is blindfolded and why the person who holds the rope makes the *piñata* go up and down.


## STRATEGIC SUPPORT

**CONTENT** Children may struggle to understand why the characters would sing two songs. Tell children that when families have more than one culture, they try to incorporate as many different traditions from each culture.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Identify details that tell about major events in a story.  **RL.K.3**

## BENCHMARK VOCABULARY

- cousins, p. 28
- traditional, p. 32
- serenade, p. 32



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos*, pp. 28–32, with the words *cousins*, *traditional*, and *serenade*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *cousins*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *traditional* and *serenade*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 193 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** Have pairs discuss the birthday party and how the two family cultures are a part of it. Guide the discussion with the **Paired Discussion Routine** on pp. TR18–TR21.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *The girl has a piñata at her birthday party. Abuelito and Abuelita help with it, so it must be a part of their culture. All the kids in the line look excited to try!*

After pairs have discussed the birthday party, have them work together to draw one picture that shows how the two cultures were incorporated. Remind children that drawings and other visuals can help provide more details to their descriptions and ideas.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think the piñata is a fun game? Say your opinion.* (Possible responses: Yes, because it is filled with candy and gifts. No, because you have to be blindfolded.)



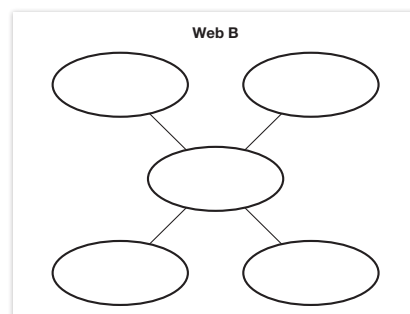
See **Routines** on pp. TR18–TR65.

## Reading Analysis

**EVENTS IN A STORY** Remind children that an event is something that happens in a story. Writers tell details about the major, or important, events in a story. The details help readers better understand the events.

As a class, guide children to identify the details that the writer uses to tell more about the birthday party in *I Love Saturdays y domingos*. Use a word web to record children's responses. Encourage children to use the illustrations.

**CITE TEXT EVIDENCE** Write *Birthday Party* in the center circle of the Web B graphic organizer. Explain that the girl's birthday party is an event in the story. The other circles will tell details about the event. Read aloud p. 28 and show the illustration to children.



- What details in the illustrations tell about this part of the birthday party?
- What details in the words tell about this part of the birthday party?
- Why is this an important event in the story?

## Independent Reading Practice

**READING ANALYSIS: EVENTS IN A STORY** Have children complete the word web using the details about the birthday party from pp. 30–32. Remind children to look at the illustrations as well as the words to find details about the event.

**WRITING IN RESPONSE TO READING** Have children think about the details the author included about the birthday party. Tell them to turn to p. 198 in their *Reader's and Writer's Journal* and dictate or write their opinion about which part of the birthday party they would like best.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare the experiences of characters in different stories. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT

## Reading Wrap-Up



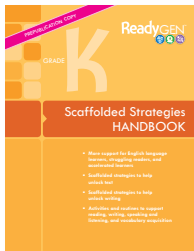
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

## READING OBJECTIVES

Identify details that tell about a major event in a story.



Ask and answer questions about key details in a text.



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify details about the birthday party, **then...**use the Reading Analysis lesson in small group to help them complete the word web.

**If...**children need extra support to understand the Sleuth story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Help children work through the word web using the details on p. 30 of *I Love Saturdays y domingos*. Model how to find details in the words (for example, the girl blows out the candles) and in the illustrations (for example, the kids crowd around the cake) that tell about the event. Then show children how to add those details to the word web. Children may either write or draw their responses in the web. Finally, guide children in reviewing the completed word web while looking at the words and illustrations in the story in order to check if any more details can be added.

### CLOSE READING WORKSHOP

**SLEUTH WORK** Read “Two Talented Friends” on p. TR2 of this Teacher’s Guide. Then guide children through a close read of the text, focusing on key details and vocabulary.

- 1 The title of this story is “Two Talented Friends.” The word *talented* means “having a special skill or ability.” Think about what happens in the story. Do you think this is a good title? Why or why not? (Possible response: I think it’s a good title. Bev and Russ are very talented because they make the robot.)
- 2 How does Bev and Russ’s robot show they are talented? Use text evidence to support your answer. (Possible response: They used different kinds of material to make the robot. They were creative with the materials.)

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand how to find details about events in a story, **then...**extend the Sleuth activity by having children identify details that tell about the events in “Two Talented Friends.”


## READING ANALYSIS

Have children complete a word web for the events in “Two Talented Friends.” Tell them to go back through the text and find details that tell about the events in the story. First, have children write *Two Talented Friends* in the center circle of the word web. Then ask them to use what the words say to identify the events and details in the story. Have children write the events and details in the outer circles. Then ask them to use their completed word web to draw a picture that could accompany the story. Explain to children that they should use the events and details from their word webs in their drawings. Then have children discuss the following questions with their partner.

- **How did you choose the event and details to put in your picture?** (Responses will vary.)
- **Why are events important to any story?** (Possible responses: They make up the story. Without events, there would be no story.)
- **How do the details make a story better?** (Possible responses: They give more information. They make the story more interesting.)
- **Why is it important to understand how to identify events in a story?** (Possible response: It helps us better understand the story.)



## WRITING OBJECTIVES

Introduce how to write a retelling of story events.  W.K.3

Use frequently occurring verbs.

 L.K.1.b

# Writing

## Narrative Writing

### RETELL STORY EVENTS

**TEACH** Explain to children that when writing to retell story events, writers tell the events in the order that they happen in the story. Explain that writers also include details from the story about the events and what the characters do. Tell children that writers add details to their retelling to help readers better understand what happens in the story and to make their writing more interesting to read.

Remind children that sometimes writers use sequence words to tell about more than one event or to tell key details about one event. Writers use sequence words to help readers better understand when the events happen.

- What events from the story can writers retell?
- What details can writers use to tell about the events?
- What sequence words can writers use to tell when the events happen?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand how a writer can identify details to use as they retell story events. Display p. 10:

Grandma has a tabby cat. Her name is Taffy. I roll on the carpet and call, “Come, Taffy, let’s play.”

Tells about who and what they do.

Focus children on additional details they can find in the illustration, such as the color of the carpet and the cat’s fur and how the narrator and cat play together on the carpet. Then display p. 11:

*Abuelita* has a dog. His name is *Canelo*. When I go out to the garden, *Canelo* follows me. I call out to him: —*Ven, Canelo. ¡Vamos a jugar!*

Tells about who and what they do.

Focus children on details about the event in the illustration, such as what the dog looks like and where in the garden they play. Point out to children that writers can use the details they identified to retell the events on these pages.

Through the discussion, help children understand that the writer uses sequence words to tell when the events happen in the story:

On **Saturdays**, I go visit Grandpa and Grandma.

Uses the time word **Saturdays** to tell when she visits Grandpa and Grandma.

I spend **los domingos** with Abuelito y Abuelita.

Uses the time word **domingos**, to tell when she visits Abuelito and Abuelita.

Tell children that when they write to retell story events, they can use sequence words such as *Saturdays* and *Sundays* to help readers understand more than one event or key details in one event.

### CONVENTIONS Verbs

**TEACH AND MODEL** Remind children that verbs are words that tell about actions, or things we do. Write these words on the board: *stand, chalk, wave, talk, board, crayon*. Read each word aloud, and have children act out the words that are verbs. Then read aloud the following sentences. Have children identify the verbs.


The bird **hops** on the branch.  
Anna **plays** at the park.

The words **hops** and **plays** are verbs. They tell about actions.

**APPLY** Have children think of verbs that tell about things they can do at the park. Write the list of verbs on the board. Have children use the verbs in complete sentences. Then have children circle the verbs on p. 196 in their *Reader's and Writer's Journal*. Have children draw a picture of each verb on a separate sheet of paper.



## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to retell story events.

 W.K.3

# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to write a retelling of a story. When writing to retell story events, they should tell details from the story about the events. Remind children that adding details to their writing helps readers better understand what happened in the story and makes their retelling more interesting to read. Show children the steps they can follow when they are asked to write to retell a story.

- **Identify Events**—Tell children that the first step is to identify the events to retell. Model how to choose an event from *I Love Saturdays y domingos*: *I like the part of the book about the circus. That is the event I will retell.* Have the class choose one event from *I Love Saturdays y domingos* to retell. Write the event on the board and read aloud the pages from the story.
- **Identify Details**—Explain that identifying key details of the event or events is the next step when retelling. Telling details about whom and what happens are the most important parts of retelling a story. Model how to identify details about the circus event in *I Love Saturdays y domingos*: *On Saturday, the girl watches a circus movie with Grandpa and Grandma. The girl's favorite part is the mother elephant and her little elephant. On Sunday, the girl goes to a real circus with Abuelito and Abuelita. She loves the circus. She likes la mamá elefanta y su elefantito.* Ask children to share details from the illustrations that tell about the event. Then have the class find details about the event they chose as a class. Write children's responses on the board in complete sentences.

After the class retells the class's chosen event from *I Love Saturdays y domingos*, have them explain what makes Saturdays and Sundays special for the girl. Tell children to explain using complete sentences. Then have them explain how the details from the Saturday and Sunday event reflect the grandparent's cultural background. (They speak English on Saturday and Spanish on Sunday.)



## Independent Writing Practice

**FORMATIVE ASSESSMENT** Ask children to identify the events in *I Love Saturdays y domingos*. Have them create a list of the events from the story.

**IDENTIFY DETAILS** Ask children to identify key details about each event. Have them tell who the girl spends time with and what special activities she does with those people. Tell children to add those details by each event on their list.

**WRITE** Have children retell the events by drawing or writing about who the girl spends the days with and what special activities she does with these people. Ask children to use verbs to tell about the activities. Then have them write how the special activities reflect one of the girl's family cultures.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VERBS** Children who speak languages such as Russian and Spanish may need practice adding -s to verbs in the present tense with third-person singular subjects. Write sentences such as the following on the board: *The rain fall down. The boy look at the sky.* Have children practice adding -s to the ends of the verbs.

#### STRATEGIC SUPPORT

**RETELL** If children have difficulty retelling the events from *I Love Saturdays y domingos*, provide them with a story sequence chart to fill in with a partner. Some children may benefit from using a T-chart to distinguish between the events that happen on Saturdays and the events that happen on Sundays.

## LESSON 9 OBJECTIVE

Identify and discuss how the author and illustrator help to tell the story.  RL.K.6

## READING OBJECTIVES

Ask and answer questions about key details in a text.




RL.K.1

Engage in group reading activities.



RL.K.10

 See Text Complexity Rubrics on pp. TR81–TR84.

# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read *Apple Pie 4<sup>th</sup> of July* and work through the lesson: *Learners understand that families and communities from different cultures share characteristics and experiences.*

**EXPLORE POETRY** Read aloud the poem “The Crayon Box That Talked” on pp. 56–59 in the *Text Collection*. Ask children how they know this is a poem. Point out the stanzas and the rhyming words at the ends of the second and fourth lines of each stanza. Then ask children to discuss how the different colors learn to blend together at the end of the poem.

### LESSON 9 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Introduce the story *Apple Pie 4<sup>th</sup> of July* to children. Display p. 5 in the *Text Collection*. Point to the title as you read it aloud. Have children discuss the illustration on the page. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters’ experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read *Apple Pie 4<sup>th</sup> of July* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on what they learn from the text and the illustrations in the story. Discuss the questions below with children.

- What is the Fourth of July?
- What are fireworks?
- What questions do you have?

Have children use p. 192 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 9  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on details about the story in the words and illustrations. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** Listen closely to these sentences: “Even on Thanksgiving we open the store. Even on New Year’s Day. Even today, the Fourth of July.” How do the sentences help you understand what the *Fourth of July* is? (The sentences tell about Thanksgiving, New Year’s Day, and the Fourth of July. The *Fourth of July* must be a holiday.) The *Fourth of July* is a holiday that celebrates when the United States became a country.
- Have children look at the illustration on p. 7. How do you think the narrator feels about the store being open on the Fourth of July? (She is not happy.) What details in the picture help you understand how she feels? (Possible responses: She has a frown on her face. She is looking out the window like she wants to go outside.) **Integration of Knowledge and Ideas**
- Listen closely to these sentences: “I hear the parade—BOOM, BOOM, BOOM. I hear the parade passing by.” Have children point to the words BOOM, BOOM, BOOM on p. 13. Why do you think these words are bigger than the other words on the page? (They tell what the parade sounds like. The parade is probably really loud because it is passing by.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Reread the sentence on p. 21. What word tells about the kind of food the hungry customers order? (Chinese) When something is *Chinese*, it comes from the country of China. Point to China on a world map.
- Display pp. 18–19. Does the narrator think the community can share Chinese and American cultures? (No, because she thinks no one wants Chinese food on the Fourth of July.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** Help children understand the meaning of the phrase “to go” in the sentence on p. 21. Explain that when you get food *to go*, you do not eat the food at the place where you buy it. You take the food somewhere else, such as your home, to eat it.


## STRATEGIC SUPPORT

**SIMILES** Help children understand the meaning of the simile “feel like shoelaces” on p. 17. Explain that a simile compares two unlike things using the word *like*. Have children identify what is being compared in this sentence. Tell children that the author uses the simile to help readers imagine what the noodles are like.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Identify the author and illustrator of a story and discuss their roles.  **RL.K.6**

## BENCHMARK VOCABULARY

- fireworks, p. 10
- customers, p. 14



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Apple Pie 4<sup>th</sup> of July* with the words *fireworks* and *customers*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *fireworks*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *customers*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 194 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** As a class, go back to the text and discuss story details in the illustrations and words. Guide the discussion with the **Whole Class Discussion Routine** on pp. TR22–TR25. Remind children to speak loudly and clearly so everyone can hear and understand them.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *I see in the illustration on page 8 that the narrator looks unhappy. The story says that she can hear the parade coming. I think she is unhappy because she would like to go out and enjoy the parade.*

When the class is finished discussing details about the story, have them tell what they learned about different cultures from the details.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *What do you think the narrator learns about Chinese and American cultures by the end of the story? Say your opinion.* (Possible response: She learns that the two cultures can blend together.)



See **Routines** on pp. TR18–TR65.



# Language Analysis

**CRAFT AND STRUCTURE** Explain to children that many stories have both words and illustrations. Remind children that the person who writes the words is called the author. The person who draws the illustrations is called the illustrator. Explain that the words and illustrations go together to tell a complete story.

**CITE TEXT EVIDENCE** Have children turn to p. 5 of *Apple Pie 4<sup>th</sup> of July*. Help them identify the author and illustrator of the story. Then have children turn to pp. 12–13 and discuss the roles of the author and illustrator in telling the story. Use these questions to guide the discussion.

- What part of these pages did the author create?
- What part of these pages did the illustrator create?
- Listen to this sentence: “I hear the parade passing by.” How does the illustrator help to tell this part of the story?

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children turn to pp. 20–21. Ask them to work independently to identify the roles of the author and illustrator on these pages. Then read aloud the text on p. 21 and have children identify how the illustrator helps to tell this part of the story.

**WRITING IN RESPONSE TO READING** Have children choose another page in *Apple Pie 4<sup>th</sup> of July* and identify what the author or the illustrator did to create that page. Have them dictate or write their response on p. 198 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare the experiences of characters in different stories. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT


## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

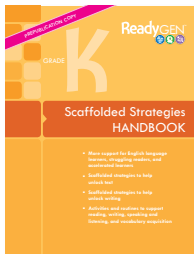


## READING OBJECTIVES

Identify the author and illustrator of a story and discuss their roles.  **RL.K.6**

Build fluency through oral reading.

 **RF.K.4**



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify the roles of the author and illustrator, **then...**use the Language Analysis lesson in small group to help them understand how the author and illustrator help to tell the story.

### LANGUAGE ANALYSIS

Display a T-Chart graphic organizer with the headings *Author* and *Illustrator*. Have children turn to pp. 20–21. Read aloud the text as children look at the illustration. Have children identify details they learn about the characters, setting, and events in the words and illustration. Write details children identify under the appropriate heading. When the T-Chart is finished, review the details in each column. Help children understand how the author helps to tell the story and how the illustrator helps to tell the story.

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 199–200)

### ORAL READING

Have children revisit their *I Can Read Reader 20*. Review story words that children may need help reading: *likes*, *fixed*, *yellow*, *come*. Read aloud each sentence and have children repeat after you. Ask the following question and have children complete the following activities.

- **Who is Luck?** (a yellow Lab)
- **Put an X on a verb.**
- **Circle the noun that names a place.**

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand the roles of the author and illustrator in *Apple Pie 4<sup>th</sup> of July*,

**then...**extend the Language Analysis lesson by having them identify the author and illustrator of *I Love Saturdays y domingos* and discuss their roles.

## LANGUAGE ANALYSIS

Display *I Love Saturdays y domingos*. Ask children to look at the cover of the book and point to the author's name and the illustrator's name. Then have them look in the book to find examples that show what the author does and what the illustrator does. Have children discuss the roles of the author and illustrator using the following questions.

- **Which parts of the book did the author create?** (The author writes the words.) **How does the author help to tell the story?** (The author tells what happens on Saturdays and Sundays using words.)
- **Which parts of the book did the illustrator create?** (The illustrator draws the pictures.) **How does the illustrator help to tell the story?** (The illustrator shows pictures of the girl and her grandparents doing different things.)

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 199–200)

## ORAL READING

Have children revisit their *I Can Read Reader 20*. Review story words that children may need help reading: *likes, fixed, yellow, come*. Read aloud each sentence and have children repeat after you. Ask the following question and have children complete the following activities.

- **Who is Luck?** (A yellow Lab)
- **Put an X on a verb.**
- **Circle the noun that names a place.**



## WRITING OBJECTIVES

Review narrative writing and the elements of a story.



Use frequently occurring verbs.



# Writing

## Narrative Writing

### TELL A STORY

**TEACH** Remind children that sometimes writers write to tell a story. A story has characters and settings. It tells about events in the order they happen. Writers use details to tell more about the characters, settings, and events.

Explain to children that there are different kinds of stories. Sometimes writers write stories about made-up events. The events did not happen in real life. Sometimes writers write stories about real events that happened in their own life. Tell children that when writers write a story about their own life, they tell about people and places they know and about experiences they have had.

Remind children that illustrators draw pictures to help tell a story. When illustrators draw pictures for a story, they show more details about the characters, setting, and events to help readers understand more about the story.

- Who are the characters?
- What is the setting?
- What events take place?
- What details do you learn about the characters, settings, and events from the illustrations?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer tells details about the narrator of the story:

So, I straighten the milk and the videos and sample a few new candy bars...

Tells details about what the narrator does in the store.

Focus children on details the writer tells about the setting of the story:

but they smell food in the kitchen now—and Mother walks through the swinging door...

Tells details about what the store smells and looks like.

Help children understand that the writer also tells details about the events in the story:

and three more people get in line,  
eleven more at six o'clock, nine at  
seven, twelve by eight...

Tells details about what happens at  
six, seven, and eight o'clock.

Have children turn to pp. 26–27 and look at the illustration. Help them understand that the illustrator shows more details about the characters, setting, and events. Have children discuss what they learn about each from the illustration.

Point out that the narrator in *Apple Pie 4<sup>th</sup> of July* uses pronouns such as *I* and *we* to tell the story. Explain to children that when they write a narrative about events in their own life, they are the narrator. They can use pronouns such as *I*, *me*, *my*, and *we* to tell about their experiences.

### CONVENTIONS Verbs

**TEACH AND MODEL** Remind children that verbs are words that tell about actions, or things we do. Write these words on the board: *desk*, *nod*, *tap*, *book*, *sit*, *bat*. Read each word aloud, and have children act out the words that are verbs. Then read aloud the following sentences. Have children identify the verbs.


The cat **jumps** over the fence.  
I **walk** home from school.


The words *jumps* and *walk* are verbs.  
They tell about actions.

**APPLY** Have children think of other verbs that tell about ways they can go from one place to another. Write the list of verbs on the board. Have children use the verbs in complete sentences. Then have children circle the verbs on p. 196 in their *Reader's and Writer's Journal*. Have children draw a picture of each verb on a separate sheet of paper.



## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to narrate a story.  W.K.3

# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to write a story about experiences they have had in their own life. The first step is thinking of possible experiences to write about. The next step is choosing an experience. The final step is identifying details about the characters, setting, and events to include in their story.

- **Brainstorm**—Ask children to think of experiences the class has had together in school. Have them think of as many experiences as they can, for example, going on a field trip, taking a nature walk, or taking care of a class pet. List the experiences on the board.
- **Choose**—Review the experiences on the board with children. Have them discuss what makes stories interesting for readers. Then have the class discuss which experiences might make an interesting story. Model how to choose a class experience: *I think taking care of the class pet is a good experience to write about. So many funny and interesting things have happened with the pet!* Encourage the class to pick the experience that they think will make the best story.
- **Identify Details**—Once children have chosen an experience to write a class story about, have them think of details about the people, places, and events. Draw a three-column chart with the headings *Characters*, *Settings*, and *Events*. Model how to add a detail to the chart: *I know that the setting of our story is the classroom. I can add classroom to the chart. The pet's classroom home should also be in the setting column.* Ask children to share more details and record their responses in the appropriate column in the chart.

Choose an event from the chart and dictate or write two or three sentences that tell about the event. Include details from the chart about the characters and the setting. Then choose another event and add one or two sentences about the event to your story. Read the story aloud. Discuss with children the order of the events in the story. Then discuss the details that help readers better understand what happened and that make the story interesting to read.

Explain to children that when they write about their experiences, they should write the events in order and tell details to make the story interesting for readers.



## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children think of different traditions their family has. Explain that a family tradition is something their family has done for a long time. A family tradition can be the way they spend Saturdays and Sundays or the way they celebrate a holiday. Have children draw or write a list of their family traditions.

**CHOOSE** Have children choose one tradition to write about. Remind children to choose a tradition that will make an interesting story for readers.

**IDENTIFY DETAILS** Have children think of details about the tradition. Provide them with a three-column chart with the headings *Characters*, *Settings*, and *Events*. Have children draw or write details about the people and places and about what happens.

**WRITE** Have children draw a picture of their family tradition. Then have them dictate or write to narrate two events from their chart. Remind them to tell the events in order and to include details about the characters, setting, and events.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their story. If they have access to a printer, have them print out their story.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VERBS** Children who speak languages such as Russian and Spanish may need practice adding -s to verbs in the present tense with third-person singular subjects. Write sentences such as the following on the board: *He walk to the zoo. She ride a bike.* Have children practice adding -s to the ends of the verbs.

#### STRATEGIC SUPPORT

**NARRATE EVENTS** If children have difficulty telling the events in order, have them orally describe their family tradition. Record the events in a sequence chart. Have children use the chart to write their story events in order.

**LESSON 10  
OBJECTIVE**

Discuss characters, their experiences, and their reactions to those experiences.

**READING  
OBJECTIVES**

Ask and answer questions about key details in a text.



Engage in group reading activities.



# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 5–19 of *Apple Pie 4<sup>th</sup> of July* and work through the lesson: *Writers understand that narratives are based on real or imaginary experiences.*

**LESSON 10  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the illustration on p. 5 in the *Text Collection*. Have children recall who *Apple Pie 4<sup>th</sup> of July* is about. Then have children tell whether the story is based on real or imaginary experiences. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 5–19 of *Apple Pie 4<sup>th</sup> of July* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on details about the characters in the words and illustrations. Discuss the questions below with children.

- What does the girl smell?
- What does the girl see pass by her house?
- What questions do you have?

Have children use p. 192 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 10  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on details about the characters. Use the following questions to lead the discussion.

- **When does the narrator say the store is open?** (three hundred sixty-four days a year; every day but Christmas) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Listen closely to these sentences: “I smell apple pie in Laura’s oven upstairs and—chow mein in our kitchen. Chow mein! Chinese food on the Fourth of July?” Based on the sentences, what is *chow mein*? (a kind of Chinese food) **What other kinds of Chinese food does the narrator name in this part of the story?** (sweet-and-sour pork, egg rolls, noodles)
- **What kinds of things do people buy in the store?** (soda, potato chips, ice cream, ice, matches) **Key Ideas and Details**
- **Look at the illustrations on pages 16–17. How do you think the narrator feels about staying in the store all day?** (Possible response: She looks bored.) **Why do you think that?** (She keeps moving around on the stool and doing different things, like petting the cat or putting sunglasses on her feet. That’s what bored people do.) **Integration of Knowledge and Ideas**
- **The narrator says that Americans do not eat Chinese food on the Fourth of July. Which of the narrator’s experiences in the story so far might make her think this is true?** (Possible response: People buy soda and potato chips, but they do not buy the egg rolls and noodles.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** Help children understand the meaning of the following sentences on p. 6: “Christmas is the only day we close. Even on Thanksgiving we open the store.” Explain that when a store is *open*, people can come into the store and buy things. When a store *closes*, people cannot come in and buy things.


## STRATEGIC SUPPORT


**VOCABULARY** If children do not understand the first sentence on p. 6, tell them that there are three hundred sixty-five days in a normal year. Every four years, there is an extra day in the year. This is called a *leap year*. There are three hundred sixty-six days in a leap year. Tell children that the narrator is explaining that her family’s store is open every day in the year but one.



## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Identify and describe characters.  **RL.K.3**

## BENCHMARK VOCABULARY

- oven, p. 8
- noon, p. 14
- piles, p. 19



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Apple Pie 4<sup>th</sup> of July*, pp. 5–19, with the words *oven*, *noon*, and *piles*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *oven*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *noon* and *piles*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 194 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** Have children work in groups to identify how the narrator feels about different experiences. Guide the discussion with the **Small Group Discussion Routine** on pp. TR26–TR29. Remind children to speak loudly and clearly so everyone can hear and understand them.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *On pages 8–9 the narrator says she can hear the parade and smell apple pie. I think she is unhappy because she wants to watch the parade and eat apple pie, but she is in the store instead.*

When groups are finished, have the class discuss how the narrator's feelings at the end of the story are similar to or different from her feelings at the beginning.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Why do you think Father tells the narrator that fireworks are Chinese? Say your opinion.* (Possible response: I think he is telling her that Americans use Chinese things to celebrate so that she will feel better about Chinese food on the Fourth of July.)

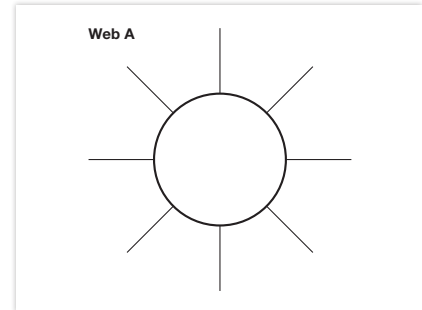


See **Routines** on pp. TR18–TR65.

## Reading Analysis

**CHARACTER** Remind children that characters are the people or animals that a story is about. Writers can use words in a story to tell what characters look like, what they say and do, and how they feel. Illustrators can use pictures to show more details about what characters.

**CITE TEXT EVIDENCE** Display the Web A graphic organizer with *Narrator* in the center circle. Remind children that a narrator is the person who tells the story. Use the following questions to help children identify details about the narrator, who is the main character of the story. Record their ideas on the web. Remind children that they can answer the questions using details from the words and the pictures.




- What does the narrator look like?
- What does the narrator do? What does she say?
- How does the narrator feel?

## Independent Reading Practice


**READING ANALYSIS: CHARACTER** Provide children with two webs with *Mother* in the center circle of one web and *Father* in the center circle of the other web. Have children look at the illustration on p. 10–11 and draw, dictate, or write details about the characters in the webs. Then read aloud the text on pp. 10 and 19 and have them add details about the characters to their webs.

**WRITING IN RESPONSE TO READING** Have children review details about the characters. Ask them to choose a character and dictate or write a detail about the character on p. 198 in their *Reader's and Writer's Journal*.




 **ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare the experiences of characters in different stories. Use the **Independent Reading Routine** on pp. TR38–TR41.

## Reading Wrap-Up

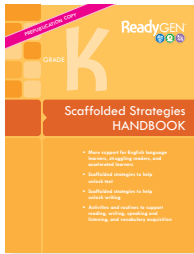
 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

## READING OBJECTIVES

Identify and describe characters.  RL.K.3

Ask and answer questions about key details in a text.

 RL.K.1



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to complete the webs with details about Mother and Father,

**then...**use the Reading Analysis lesson in small group to help them identify details about the characters in the words and illustrations.

**If...**children need extra support to understand the story,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Display two word webs with *Mother* and *Father* in the center circles. Remind children that they can find details about what the characters look like, what they say and do, and how they feel. Have children look at the illustration on pp. 10–11 as you model finding details about Mother and Father. For example, *Mother is washing food in the sink. Father is cooking vegetables on the stove.* Then read aloud p. 10 and model finding details in the words. For example, *Father says that fireworks are Chinese.* Guide children to identify more details in the picture on pp. 10–11 and in the text on pp. 10 and 19.

### CLOSE READING WORKSHOP

**REVISIT *Apple Pie 4<sup>th</sup> of July*** Read pp. 16–17 of *Apple Pie 4<sup>th</sup> of July*. Then discuss the following questions with the group. Have children use evidence from the words and pictures to support their answers.

- 1 What do people buy at one o'clock? (They buy ice cream.) What do people buy at three o'clock? (They buy ice and matches.)
- 2 Why do you think the author includes details about what the egg rolls and noodles are like? Use details from the words and picture to support your opinion. (Possible response: She wants to show readers that no one is buying the egg rolls and noodles. They are getting hard.)
- 3 Think of one question about this part of the story to ask a partner. Remember that you can use the words and pictures in the story to help find the answer.

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand how to identify details about the characters in a story,


**then...**extend the Reading Analysis lesson by having them identify and discuss more details about Mother and Father.

## READING ANALYSIS

Have children turn to pp. 24–27 of *Apple Pie 4<sup>th</sup> of July*. Ask them to find more details about Mother and Father in the words and illustrations. Have them add the details to their webs. Then have children work in pairs to discuss how Mother and Father are alike and different using the details in their webs. Use the following questions to guide their discussion.

- What details did you find about Mother? (Responses will vary.)
- What details did you find about Father? (Responses will vary.)
- How are Mother and Father alike? How are they different? (Responses will vary.)

## WRITING OBJECTIVES

Introduce and discuss how writers use character reactions in stories.  W.K.3

Use frequently occurring verbs.

 L.K.1.b

# Writing

## Narrative Writing

### TELL A REACTION

**TEACH** Remind children that sometimes writers write to tell a story. A story has characters, settings, and events. Writers use details to tell more about the characters, settings, and events in a story.

Explain to children that one way writers can add details to a story is to tell how a character reacts to a particular event in the story. Writers can tell what a character says or does or how a character feels after an event happens. Illustrators can show what a character does or how a character feels about an event.

Remind children that sometimes stories tell about made-up events, and sometimes stories tell about real events. Explain that when writers write stories about real events that happened in their own lives, they can tell how they felt about an event or what they did or said after the event.

- What happens in the story?
- How does the character feel about what happens?
- What does the character do or say after the event?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the illustrator shows how the narrator reacts to the events in the story. Display the illustration on pp. 8–9:

I hear the parade coming this way—*boom, boom, boom*. I smell apple pie in Laura's oven upstairs and—chow mein in our kitchen.

The picture shows that the narrator feels unhappy about the events.

Tell children that illustrators can use pictures to show how a character feels. Display the illustration on pp. 10–11 and point out that illustrators can also show what characters do. Explain that after the narrator smelled the chow mein, she went into the kitchen where Mother and Father are cooking.

Focus children on how the writer shares the narrator's reaction to an event by telling what she says:

No one wants Chinese food on the Fourth of July, I say.

The writer tells what the narrator says after she smells chow mein in the kitchen.

Explain to children that the illustrator and writer use the narrator's feelings, actions, and words to show her reaction to an event in the story.

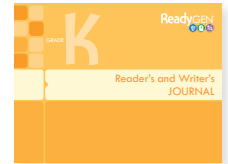
### CONVENTIONS Verbs

**TEACH AND MODEL** Remind children that verbs are words that tell about actions, or things we do. Write these words on the board: *door, skip, clock, read, drink, chair*. Read each word aloud, and have children act out the words that are verbs. Then read aloud the following sentences. Have children identify the verbs.


The tree **grows** tall.  
They **leave** the classroom.

The words *grows* and *leave* are verbs.  
They tell about actions.

**APPLY** Have children think of verbs that tell about things they can do in the classroom. Write the list of verbs on the board. Have children use the verbs in complete sentences. Then have children circle the verbs on p. 196 in their *Reader's and Writer's Journal*. Have children draw a picture of each verb on a separate sheet of paper.



## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to tell a reaction.



# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to write a story about experiences they have had in their own life. After they write about the events, they can write how they felt or what they did or said to tell their reaction to the experience. Show children steps they can use to write their reaction to an experience.

- **Think**—Remind children of the class story you wrote in Lesson 9. Have them think of how they felt about the experience. Write the feeling words children say in a list on the board. Then have children think of what they said or did after the events. Write their ideas in separate lists on the board.
- **Choose**—Review the feelings, actions, and words on the board. Have the class choose the reaction that best describes how the class felt or what the class did or said after the events.

Display the class story you wrote in Lesson 9. Add a reaction to the story by writing a sentence that tells how the class felt or what the class did or said. Read the entire story aloud. Have children draw a picture of the events. Tell them to include details about their reaction to the experience in the picture.

Explain to children that writing about how a character feels, what a character does, or what a character says are all ways writers can tell the character's reaction to events in a story.



## Independent Writing Practice

**THINK** Have children review the events they wrote about a family tradition in Lesson 9. Have them think of how they feel, what they say, or what they do after the events they described. Have them draw or write their ideas on a sheet of paper.

**CHOOSE** Have children choose the feelings, actions, or words that best describe their reaction to the family tradition.

**WRITE** Have children dictate or write to add a sentence that tells their reaction to the family tradition. Children may also add details that show their reaction to the picture they drew in Lesson 9.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VERBS** Children who speak languages such as Russian and Spanish may need practice adding -s to verbs in the present tense with third-person singular subjects. Write sentences such as the following on the board: *The kitten run fast. The girl eat dinner.* Have children practice adding -s to the ends of the verbs.

#### STRATEGIC SUPPORT

**VOCABULARY** If children have difficulty describing how they feel about an event, create a list of feeling words on the board. Start the list with words such as *happy, sad, bored, and angry*. Have children think of words to add to the list.



LESSON 11  
OBJECTIVE

Identify major events in a story and tell the events in order.

READING  
OBJECTIVES

Ask and answer questions about key details in a text.



Engage in group reading activities.



## Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 20–32 of *Apple Pie 4<sup>th</sup> of July* and work through the lesson: *Writers understand that narratives are based on real or imaginary experiences.*

## LESSON 11

## FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display pp. 5–19 in the *Text Collection*. Have children recall the events from the first half of *Apple Pie 4<sup>th</sup> of July*. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 20–32 of *Apple Pie 4<sup>th</sup> of July* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on what happens in this part of the story. Discuss the questions below with children.

- What is the girl's mother holding?
- What happened after the store closed?
- What questions do you have?

Have children use p. 201 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



See **Routines** on pp. TR18–TR65.

LESSON 11  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on details that tell what happens in this part of the story. Use the following questions to lead the discussion.

- **What happens at five o'clock?** (Two people come in and get Chinese food to go.) **Key Ideas and Details**
- **What happens after the narrator tells the two customers that her family ate up all the food?** (Mother and Father walk through the door with new food.) **Key Ideas and Details**
- **Why do you think the author tells how many people are in line at six o'clock, seven o'clock, and eight o'clock?** (The author wants readers to know that more people are coming in to get Chinese food.) **Craft and Structure**
- **What two words do you hear in the word *rooftop*?** (roof, top) **Think about what the words *roof* and *top* mean. Where do you think the narrator and her family sit to watch the fireworks show?** (on top of the roof) **Key Ideas and Details**
- Remind children that stories are based on the real or imagined experiences of characters. **How are the narrator's experiences in this part of the story different from her experiences at the beginning of the story?** (At the beginning of the story, she has to stay inside because the store is open. No one wants Chinese food. In this part of the story, a lot of people come in the store and get Chinese food. She goes outside to watch fireworks and eat apple pie.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** If children do not understand the phrase “beyond the crowd” on p. 30, explain that *beyond* means “past” or “on the other side.” Point out the phrase “way up high” in the same sentence. Explain to children that the narrator and her family climbed so high that they are above the rest of the people.


## STRATEGIC SUPPORT

**VOCABULARY** Help children understand the phrase “follows her step for step” on p. 24. Explain that *follows* means “goes after.” Mother walks through the door first, and Father walks through after her. Explain that *step for step* is used to emphasize that Father is walking, or stepping, where Mother walked, or stepped.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Retell familiar stories, including key details.  **RL.K.2**

## BENCHMARK VOCABULARY

- rooftop, p. 30
- crowd, p. 30
- show, p. 31



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Apple Pie 4<sup>th</sup> of July*, pp. 20–32, with the words *rooftop*, *crowd*, and *show*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *rooftop*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *crowd* and *show*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 203 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** Have children work in pairs to discuss what happens in this part of the story. Use the **Paired Discussion Routine** on pp. TR18–TR21 and tell children to use details in the words and illustrations in their discussions. Then have partners choose one event and draw a picture that shows details about what happened.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *I think the narrator is surprised to see customers walk in the store because she tells them there is no more food.*

After partners have finished drawing, have them show their picture to the class and tell details about what happens in that part of the story.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Look at the illustration on page 32. How do you think the narrator feels at the end of the story? Say your opinion.* (Possible response: She looks happy. I think she is glad she is eating apple pie and watching fireworks.)



See **Routines** on pp. TR18–TR65.

## Reading Analysis

**RETELL EVENTS** Remind children that writers tell the events, or what happens in a story, in a certain order. When children retell a story, they should tell the events in order so that the story makes sense. Review that when children retell a story, they tell what happens first, next, then, and last in the story. They can use key details in the words and illustrations to tell about the events.

**CITE TEXT EVIDENCE** Provide children with the Story Sequence B graphic organizer. Use the following questions to help them identify important events in this part of *Apple Pie 4<sup>th</sup> of July*. Ask them to find details in the words and illustrations that tell about the events. Then have children draw or write the events in their sequence chart.

- What happens first in this part of the story?
- What happens next?
- What happens then?
- What happens last?

Story Sequence B	
Title	
Characters	Setting
Events	
1. First	
2. Next	
3. Then	
4. Last	

## Independent Reading Practice

**READING ANALYSIS: RETELL EVENTS** Have children use their sequence charts to retell this part of *Apple Pie 4<sup>th</sup> of July*. Remind them to use key details from the words and illustrations in the story as they retell the events. Tell children to use the sequence words *first*, *next*, *then*, and *last* to tell the events in order.

**WRITING IN RESPONSE TO READING** Have children recall what happens at the end of *Apple Pie 4<sup>th</sup> of July*. Have them dictate or write to tell what happens on p. 207 in their *Reader's and Writer's Journal*. Tell children that they can use their sequence chart to help them remember the events in the story.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare the experiences of characters in different stories. Use the **Independent Reading Routine** on pp. TR38–TR41.

## Reading Wrap-Up



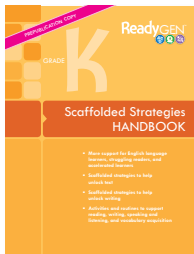
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

## READING OBJECTIVES

Retell familiar stories, including key details.



Ask and answer questions about key details in a text.



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to retell the events in order using key details, **then...**use the Reading Analysis lesson in small group to help them work through the story sequence chart.

**If...**children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

### READING ANALYSIS

Display a completed sequence chart. Model how to use the chart to retell the story. Explain what the drawing or writing in the *First* box shows (for example, two customers walking into the store). Prompt children with questions that help them retell key details (for example, *How do the customers feel? What do the customers do?*). Continue with the remaining boxes in the sequence chart. Then help children use the details they identified to retell this part of the story.

### CLOSE READING WORKSHOP

**REVISIT *Apple Pie 4th of July*** Read p. 21 of *Apple Pie 4th of July* aloud as children look at the illustration on pp. 20–21. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details do you learn about the store on these pages? (Possible responses: It has milk, videos, and candy bars. There are shelves. It has a yellow floor.)
- 2 What kind of store do you think this is? Why? Use details from the words and picture to support your opinion. (Possible response: I think it is a grocery store. Grocery stores have food. Sometimes grocery stores also have videos.)
- 3 Think of one question you would like to ask the narrator about her family's store.

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand how to use key details to retell a story,  
**then...**extend the Reading Analysis lesson by having children retell events from the beginning of *Apple Pie 4<sup>th</sup> of July*.

## READING ANALYSIS

Provide children with another sequence chart. Have them look at the illustrations on pp. 5–19 of *Apple Pie 4<sup>th</sup> of July* to recall what happens in the first part of the story. Have them draw, dictate, or write in their sequence chart to tell what happens first, next, then, and last. Have children retell the entire story using the events from both charts. Remind them to use sequence words to tell the events in order and to include details from the words and illustrations to tell about the events. Then have children discuss the story events with a partner. Use the following questions to guide their discussion.

- What events happen at the beginning of *Apple Pie 4<sup>th</sup> of July*? (Responses will vary.)
- What events happen in the middle? (Responses will vary.)
- What events happen at the end? (Responses will vary.)

## WRITING OBJECTIVES

Discuss how to tell events in order using sequence words.



Spell simple words.



# Writing

## Narrative Writing

### TELL EVENTS IN ORDER

**TEACH** Remind children that sometimes writers write to tell a story. Writers can tell about a single event or about several events. When writers tell about several events, they tell about the events in order. Writers tell the events in order so that readers can better understand what happens.

Explain to children that one way writers help readers understand the order of events in a story is to use sequence words. Sequence words are words such as *first*, *next*, and *last* that tell when something happens.

Tell children that after writing a story, writers sometimes go back to the story and add events to tell more details about what happens. Writers add the events to the story in the order in which they happen. They often use sequence words to clarify the order of the events.

- What happens in this part of the story?
- When do the events happen?
- What sequence words does the writer use?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer of *Apple Pie 4<sup>th</sup> of July* uses time words to show the sequence of events:

So, I straighten the milk and the videos and sample a few new candy bars **until five o'clock**, **when** two hungry customers walk inside for some Chinese food to go.

The writer uses the time phrase **until five o'clock** and the word **when** to tell the events in order.

Explain to children that the time phrase *until five o'clock* and the word *when* help readers understand when the events happen. Before five o'clock, the narrator straightens the milk and the videos and samples candy bars. Then at five o'clock, two hungry customers walk inside.

Have children focus on other time phrases the writer uses to tell the order of events in the story:

and three more people get in line,  
eleven more **at six o'clock**, nine **at  
seven**, twelve **by eight** . . .

The writer uses the time phrases **at six o'clock**, **at seven**, and **by eight** to tell the order of events.

Explain to children that the time phrases *at six o'clock*, *at seven*, and *by eight* help readers understand how many people are in line at different times. Tell children that when they write their own stories, they can use time phrases and other sequence words to tell the events in order.

### CONVENTIONS Spelling


**TEACH AND MODEL** Remind children that when spelling a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *bud*. Have children repeat the word after you. Then segment the sounds in the word as you write *b*, *u*, *d* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on p. 205 in their *Reader's and Writer's Journal*.


**APPLY** Have children listen as you say the word *bus*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *cut*. Have children write the word on the third line. Then have partners check each other's spelling.





## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to add an event in order.  W.K.3

# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to write a story about experiences they have had in their own life. After they write about the experience, they can add another event to their story to tell more details about the experience. They can use sequence words to show the order of the events in the story. Show children the steps they can use to add an event to a story.

- **Brainstorm**—Remind children of the class story you wrote in Lessons 9 and 10. Ask children to think of other events they can add to the story to tell more about the class experience. Have children think of as many events as they can. List the events on the board.
- **Choose**—Read the list of events on the board to children. Have them discuss which events would be most interesting for readers. Then have the class choose the event they think would be most interesting to add to the story.
- **Identify Details**—Once children have chosen an event to add to the story, have them think of details about what the characters did or said, about the setting, and about what happened. Draw a three-column chart with the headings *Characters*, *Setting*, and *Event* and record details in the appropriate column in the chart.

Circle the event children chose. Then write one or two sentences that tell about the event using details from the chart. Reread the class story from Lessons 9 and 10 to children. Remind them that when writers write a story, they tell the events in order. Have children discuss where the new event should be added to tell the story in order. Add the event to the story. Then have children suggest sequence words you can add to help show the order of events.

Explain to children that when they add an event to a story, they can use sequence words to help readers better understand the order of events.



## Independent Writing Practice

**BRAINSTORM** Ask children to think of events they can add to their story about a family tradition. Have them draw or write a list of additional events.

**CHOOSE** Have children choose one event to add to their story. Remind them to choose an event that will make the story interesting for readers.

**IDENTIFY DETAILS** Ask children to think of details about the event and about the characters and setting. Have them draw or write details on a separate sheet of paper.

**WRITE** Have children dictate or write to narrate the event they chose. Tell them to add the event to their story from Lessons 9 and 10. Remind children to make sure they tell the events in the order they happen. Then have them add sequence words to clarify the order of events. Remind them they can sound out words to help with spelling.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their event. If they have access to a printer, have them print out their event.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SPELLING** Some languages, such as Spanish, have different sounds for the vowel *u*. Review the English sound for this letter with children. Then have them listen for the sound as you segment the spelling words.

#### STRATEGIC SUPPORT

**SEQUENCE WORDS** If children have difficulty adding sequence words to their story, review how the writer of *Apple Pie 4<sup>th</sup> of July* uses time words and phrases to tell the order of the events. Then help children think of other sequence words they can use, such as *first*, *next*, *then*, and *last*.

**LESSON 12  
OBJECTIVE**

Identify and compare the experiences of characters in familiar stories.  RL.K.9

**READING  
OBJECTIVES**

Ask and answer questions about key details in a text.



Engage in group reading activities.



# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread to compare and contrast the texts from Unit 4, Module A: *Readers understand that characters have similar experiences in different stories.*

**LESSON 12****FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *I Love Saturdays y domingos*. Have children identify the main character and recall an experience the character has. Then display p. 5 in the *Text Collection*. Have children identify the main character of *Apple Pie 4<sup>th</sup> of July* and recall an experience the character has. Remind them of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Reread *I Love Saturdays y domingos* and *Apple Pie 4<sup>th</sup> of July* to children using the **Read Aloud Routine** on pp. TR30–TR33. Have them look at the illustrations as you read. In this reading, children should focus on the experiences of the characters in each story. Discuss the questions below with children.

- How would you describe each girl at the beginning of the stories?
- How are the characters' experiences in the two books different?
- What questions do you have?

Have children use p. 201 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.



LESSON 12  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key ideas and details about the characters and their experiences. Use the following questions to lead the discussion.

- **What experiences does *I Love Saturdays y domingos* tell about?** (It tells about the two cultures the girl experiences on her Saturdays and Sundays.) **Key Ideas and Details**
- **What words or phrases does the writer use to tell when different experiences take place?** (On Saturdays, *los domingos*) **How do these words or phrases help you better understand the experiences of the narrator?** (Possible response: They help me understand what she does with Grandma and Grandpa on Saturday and what she does with *Abuelito* and *Abuelita* on Sunday.) **Craft and Structure**
- **What experiences does *Apple Pie 4<sup>th</sup> of July* tell about?** (It tells about what a girl and her family do on the Fourth of July.) **Key Ideas and Details**
- **What words does the writer use to tell when different experiences take place?** (Noon, one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven, eight) **How do these words help you better understand the experiences of the narrator?** (The time words help me understand what she does during different times of the day.) **Craft and Structure**
- **How are the characters' experiences in the books similar?** (Both books tell about what a character does on a special day or days. They both tell about the character's culture or cultures.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** If children struggle to identify time and sequence words in the books, read pages from the books aloud. Ask children to tell when the events on the page happen. Write the time and sequence words on the board.


## STRATEGIC SUPPORT

**COMPARE AND CONTRAST** If children struggle to tell how the experiences of the characters are similar, draw a T-chart on the board. Have children list the experiences of each character as you record them in the chart. Then help children use the chart to compare their experiences.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Compare and contrast the experiences of characters.  **RL.K.9**

## BENCHMARK VOCABULARY

- pier, p. 17
- soars, p. 19
- scarf, p. 28
- sample, p. 21
- few, p. 21

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos* with the words *pier*, *soars*, and *scarf* and from *Apple Pie 4<sup>th</sup> of July* with the words *sample* and *few*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *pier*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *soars*, *scarf*, *sample*, and *few*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on pp. 203–204 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.



## Text-Based Conversation



**COLLABORATE** As a class, go back to each text and identify details about the characters. Guide the discussion with the **Whole Class Discussion Routine** on pp. TR22–TR25. Remind children to speak loudly and clearly so everyone can hear and understand them.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *I see in the text on page 10 of I Love Saturdays y domingos that the narrator rolls on the carpet and calls, "Come, Taffy, let's play." The picture shows her playing with a cat. I think the narrator likes playing with her grandma's cat.*

When the class is finished have them tell how the characters are alike and different.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Do you think the illustrations help you understand more about the characters? Say your opinion.* (Possible response: Yes, because they show what the characters look like.)

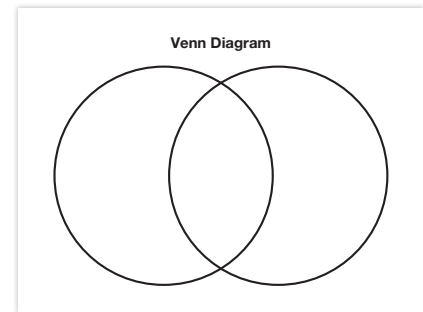


See **Routines** on pp. TR18–TR65.

# Reading Analysis

**COMPARE AND CONTRAST** Remind children that characters are the people or animals that a story is about. When you read two stories, you can tell how the characters and their experiences are similar and different.

**CITE TEXT EVIDENCE** Provide a Venn Diagram for children with *I Love Saturdays y domingos* above the left circle, *Apple Pie 4<sup>th</sup> of July* above the right circle, and *Both* in the place where the circles overlap. Review the illustrations in each story to remind children of what happens. Then use the following questions to help them identify the experiences that the main characters have. Ask children to draw or write their ideas in the appropriate part of their Venn Diagram.



- What is *I Love Saturdays y domingos* about? What happens to the main character? How does the main character react to these experiences?
- What is *Apple Pie 4<sup>th</sup> of July* about? What happens to the main character? How does the main character react to these experiences?

## Independent Reading Practice

**READING ANALYSIS: COMPARE AND CONTRAST** Have children use their Venn diagram to compare and contrast the characters' experiences in the stories. Remind children that they compare by telling how the experiences are similar and they contrast by telling how the experiences are different.

**WRITING IN RESPONSE TO READING** Have children choose one of the main characters from the stories. **Do you think the character enjoys having more than one culture?** Have children dictate or write to tell their opinion and the reason why on p. 207 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare the experiences of characters in different stories. Use the **Independent Reading Routine** on pp. TR38–TR41.

INDEPENDENT

## Reading Wrap-Up

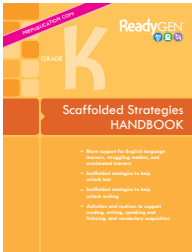


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

## READING OBJECTIVES

Compare and contrast the experiences of characters. © RL.K.9

Build fluency through oral reading. © RF.K.4; SL.K.2



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to tell how the characters' experiences are similar and different,

**then...**use the Reading Analysis lesson in small group to help them work through the Venn Diagram.

### READING ANALYSIS

Display a completed Venn Diagram for children. Model how to use it to compare and contrast the experiences of the characters. For example, point to the place where the circles overlap and explain that both characters have more than one culture. That is one way their experiences are alike. Point to the left and right circles and explain that the character in *I Love Saturdays y domingos* has one grandpa that came from Europe and another grandpa that came from Mexico. The character in *Apple Pie 4<sup>th</sup> of July* has parents that came from China. That is one way their experiences are different. Help children think of other ways in which the characters' experiences are alike and different.

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 209–210)

### ORAL READING

Distribute *I Can Read Reader 21* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story "Packing for a Trip." Review the irregularly spelled words *to*, *he*, *his*, *she*, and *her*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and have children complete the following activities.

- **Why do Brad and Fran pack?** (They are going on a trip.)
- **What objects does Mom say they should not pack?** (drums and plants)
- **Put an X on the words that name what Brad packs.**
- **Circle the words that name what Fran packs.**



## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand how to compare and contrast the experiences of the characters,

**then...**extend the Reading Analysis lesson by having children compare and contrast the experiences of characters in other stories.

## READING ANALYSIS

Provide children with a Venn Diagram to compare and contrast one of the characters from *I Love Saturdays y domingos* or *Apple Pie 4<sup>th</sup> of July* and one character from another story they have read. Have children dictate or write about the characters' experiences in the diagram. Have them present their diagram to the class.

- What experiences do both characters have? (Responses will vary.)
- What experiences does one character have that the other character does not have? (Responses will vary.)

**FLUENCY CHECK** To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 209–210)

## ORAL READING

Distribute *I Can Read Reader 21* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, "Packing for a Trip." Review the irregularly spelled words *to*, *he*, *his*, *she*, and *her*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and have children complete the following activities.

- Why do Brad and Fran pack? (They are going on a trip.)
- What objects does Mom say they should not pack? (drums and plants)
- Put an X on the words that name what Brad packs.
- Circle the words that name what Fran packs.





## WRITING OBJECTIVES

Introduce the concept of publishing and presenting a story.



Print short sentences.



# Writing

## Narrative Writing

### PUBLISH AND PRESENT

**TEACH** Remind children that sometimes writers write to tell a story. Explain that when writers finish writing a story, they publish their writing. When writers publish a story, they make a clean copy of the story to share with others.

Tell children that there are different ways they can publish their stories. They can use a computer, tablet, or digital tool to create an electronic copy. They can also use their best handwriting to create a clean copy of the story. Children can add illustrations to their final copy to show more details about the characters, settings, and events.

Explain to children that after writers publish their stories, they can present their writing to others. Tell children that when they present their stories, they should speak loudly and clearly. Explain that if children have added drawings to their writing, they should use the drawings to provide additional detail. Tell children that they can present their writing in different ways:

- They can read their writing aloud.
- They can explain what their pictures show.
- They can display their writing for others to see.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer of *I Love Saturdays y domingos* created a clean copy of her writing to share with others. Display pp. 6–7. Point to the typewritten words and explain that the writer used a computer, tablet, or digital tool to create a final copy. Then point to the illustration on p. 6:

On Saturdays, I go visit Grandma and Grandpa.

The illustration shows more details about the narrator, Grandma, and Grandpa.

Point to the illustration on p. 7:

I spend *los domingos* with *Abuelito y Abuelita*.

The illustration shows more details about the narrator, *Abuelito*, and *Abuelita*.

Help children understand that the writer added illustrations to her final copy that show more details about the characters, settings, and events in the story. Remind children that when they publish their own writing, they will create a clean copy and add illustrations that show more details about the story.

### CONVENTIONS Print Short Sentences


**TEACH AND MODEL** Write the following short sentences on board one at a time, modeling proper printing conventions. Read each sentence aloud. Point out that we print uppercase and lowercase letters to write words and that we use words to make sentences. Use each sentence to identify good examples of printing conventions, such as letter spacing, word spacing, uppercase and lowercase letters, and punctuation.


Father cooks food.  
They climb up.  
She eats pie.

**APPLY** Have children copy the sentences on p. 205 in their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters in a word and between the words in a sentence. Check to see that children print an uppercase letter at the beginning and put a period at the end of each sentence. For independent practice, have children write their own sentences on a sheet of paper.



## WRITING OBJECTIVES

Participate in a narrative writing task to publish and present shared writing.  W.K.7

Use digital tools to publish writing.  W.K.6

# Narrative Writing

## SHARED WRITING

**PREPARE TO PUBLISH AND PRESENT** Explain to children that sometimes they will be asked to publish and present their writing. After they write a story, they can create a clean copy of their writing using a computer, tablet, or digital tool. Then they can share what they have written with the class. Show children the steps they can use to publish and present their writing.

- **Check**—Tell children that the first step is to check their story for mistakes. They can check to see if there is a capital letter at the beginning and an appropriate punctuation mark at the end of every sentence. They can check the order of events to see if the story makes sense.
- **Use Technology**—Explain to children that the next step is to create a clean copy of their story. One way to do this is to use a computer, tablet, or digital tool to create an electronic copy. Then children can use a printer to print out a final copy.
- **Present**—Tell children that once they have created and printed out a final copy of their story, they can present it to the class. They can do this by reading the story aloud, explaining what the pictures show, adding their story to a class book, or displaying their story in the classroom for others to see.

Display the class story from Lessons 9, 10, and 11 on the board. Have children check each sentence to see if it begins with a capital letter and ends with the appropriate punctuation mark. Then read the story aloud and have children tell whether the events are told in the order they happened. Demonstrate how to use a computer, tablet, or digital tool to create and print a final copy of the class story. Read aloud the finished story to children. Then display the story at the front of the classroom for children to see.

Explain that when children present their story to the class, they should speak loudly and clearly so the class can hear and understand what they are saying. If children have added drawings to their finished story, explain that they should use the drawings to provide additional detail about the characters, settings, and events.



## Independent Writing Practice

**CHECK** Have children check the story that they wrote in Lessons 9, 10, and 11 for mistakes. Remind them that sentences should always begin with a capital letter and end with a punctuation mark. Tell children to verify that the events are told in the order they happened.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to create a final copy of their story. If they have access to a printer, have them print out their story. Tell children that they can add drawings to their final copy if they choose.

**PRESENT** Have children present their story to the class by reading the story aloud. If children have added drawings to their story, have them explain the drawings to provide additional detail. Remind children to speak loudly and clearly as they present.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PRINT SHORT SENTENCES** Children may not be familiar with the conventions of sentence writing. Explain that a sentence always begins with an uppercase letter and ends with a punctuation mark such as a period. Ask volunteers to circle the initial uppercase letter and the period in each example sentence.

#### STRATEGIC SUPPORT

**EXPLAIN ILLUSTRATIONS** If children have difficulty using their drawings to add details to their presentation, model how to tell details about the illustrations in *I Love Saturdays y domingos* or *Apple Pie 4<sup>th</sup> of July*. Display an illustration and point out details about the characters, setting, or events that you see.

**LESSON 13  
OBJECTIVE**

Identify and retell key details about characters and events in a story.

**READING  
OBJECTIVES**

Ask and answer questions about key details in a text.



Engage in group reading activities.



# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread and review *I Love Saturdays y domingos* and *Apple Pie 4<sup>th</sup> of July* and work through the lesson: *Learners understand that families and communities from different cultures share characteristics and experiences.*

**LESSON 13  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *I Love Saturdays y domingos* and p. 5 in the *Text Collection*. Have children recall what each story is about. Then have children discuss how they know these are stories. Remind children of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Take a picture walk through *I Love Saturdays y domingos* and *Apple Pie 4<sup>th</sup> of July*. Display each illustration one at a time and have children use it to recall information about the characters, settings, and events in the story. Discuss the questions below with children.

- What happened at the beginning of *I Love Saturdays y domingos*?
- What happened at the end of *Apple Pie 4<sup>th</sup> of July*?
- What questions do you have?

Have children use p. 202 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's written responses to monitor progress.

LESSON 13  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** Read pp. 30–31 of *I Love Saturdays y domingos*. Use the following questions to lead the discussion.

- **What happens in this part of the story?** (The girl blows out the candles on her cake and everyone sings.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** **What does *feliz cumpleaños* mean? How do you know?** (It means “happy birthday.” The sentence says that some people say “Happy birthday” and some people say “*Feliz cumpleaños*,” so they must mean the same thing.)
- **How does the family share experiences from two different cultures?** (Possible response: They sing “Happy birthday” and “*Las mañanitas*” and say “Happy birthday” and “*Feliz cumpleaños*.”) **Integration of Knowledge and Ideas**

Read pp. 8–11 of *Apple Pie 4<sup>th</sup> of July*. Use the following questions to lead the discussion.

- **What happens in this part of the story?** (The narrator hears the parade and smells apple pie and Chinese food. She says that no one wants Chinese food on the Fourth of July.) **Key Ideas and Details**
- **What words does the author use to help readers imagine what the narrator hears and smells?** (The words *boom, boom, boom* tell what she hears. The words *apple pie* and *chow mein* tell what she smells.) **Craft and Structure**
- **How does the community share characteristics from American and Chinese cultures?** (Laura is making apple pie upstairs and the narrator’s family is making Chinese food. People use fireworks on the Fourth of July, and Father says they are Chinese.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**VOCABULARY** If children have difficulty identifying words that tell what the narrator hears and smells in *Apple Pie 4<sup>th</sup> of July*, point to the word *hear* in the first sentence on p. 8. Ask children to identify the words that tell what the narrator hears. Repeat with the word *smell* on p. 8.


## STRATEGIC SUPPORT

**CULTURES** If children have difficulty identifying details about how the cultures are shared, prompt children with questions such as these: *What are the different cultures in the story? What do the words tell about each culture? What details do you see about each culture in the illustrations?*

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

Retell familiar stories, including key details.  **RL.K.2**

## BENCHMARK VOCABULARY

- hatched, p. 13
- since, p. 19
- straighten, p. 21
- videos, p. 21



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *I Love Saturdays y domingos* with the word *hatched* and from *Apple Pie 4<sup>th</sup> of July* with the words *since*, *straighten*, and *videos*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR52–TR57, teach children the meaning of *hatched*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *since*, *straighten*, and *videos*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the meanings of the selected words on p. 204 in their *Reader's and Writer's Journal*. Use children's responses to monitor their progress.

## Text-Based Conversation



**COLLABORATE** As a class, go back to the stories and identify details about the characters and the different cultures they experience. Use the **Whole Class Discussion Routine** on pp. TR22–TR25 to guide the discussion. Encourage children to speak clearly so everyone can hear and understand them.

You may wish to use a think aloud to model how to use text evidence in a discussion, such as the following: *I know that the narrator of Apple Pie 4<sup>th</sup> of July experiences American culture in her community. She can smell apple pie baking in Laura's oven upstairs.*

As children identify details about the characters and their experiences, record their ideas in two lists on the board. Read through the lists when the class is finished.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine** on pp. TR18–TR21. *Why do you think it is important for cultures to blend in families and communities? Say your opinion.* (Possible response: It is important to celebrate many different cultures and learn about them.)



See **Routines** on pp. TR18–TR65.



## Reading Analysis

**RETELL A STORY** Remind children that writers use words and pictures to tell a story. Writers tell the events, or what happens in a story, in a certain order. When children retell a story, they should tell the events in order so that the story makes sense. Children should tell what happens at the beginning, in the middle, and at the end to retell a story. Explain that children can use key details in the words and pictures to tell about the events.

**CITE TEXT EVIDENCE** Use the following questions to help children identify major events in *I Love Saturdays y domingos*. Ask them to find details in the words and pictures that tell about the events. Record their ideas in a Story Sequence A graphic organizer. When you are finished, have the class use the details in the sequence chart to retell the story.

- What happens at the beginning of the story?
- What happens in the middle?
- What happens at the end?

**Story Sequence A**

Title _____
Beginning
↓
Middle
↓
End

## Independent Reading Practice

**READING ANALYSIS: RETELL A STORY** Provide children with a sequence chart. Have them identify the major events at the beginning, in the middle, and at the end of *Apple Pie 4<sup>th</sup> of July*. Remind children to find details in the words and pictures that tell about the events. Ask children to draw or write the events in their chart and use the completed chart to retell the story.

**WRITING IN RESPONSE TO READING** Have children think of the different events in *I Love Saturdays y domingos* and *Apple Pie 4<sup>th</sup> of July*. Have them choose their favorite event from one of the stories and draw a picture of that event on a sheet of paper. Then have them dictate or write a sentence to tell about the event on p. 207 of their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to compare the experiences of characters in different stories. Use the **Independent Reading Routine** on pp. TR38–TR41.

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR58–TR61.

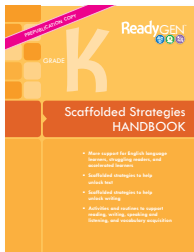


## READING OBJECTIVES

Retell familiar stories, including key details.



Ask and answer questions about key details in a text.



# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to use key details to retell *Apple Pie 4<sup>th</sup> of July*, **then...**use the Reading Analysis lesson in small group to help them work through the sequence chart.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

### READING ANALYSIS

Display a completed sequence chart for *Apple Pie 4<sup>th</sup> of July*. Point to the *Beginning* box and explain what the drawing or writing shows (for example, a girl is inside a store while a parade passes by outside). Prompt children with questions that help them retell key details (for example, *Why is there a parade? Why is the girl inside the store?*). Continue with the *Middle* and *End* boxes. Then help children use the details they identified to retell the story.

### CLOSE READING WORKSHOP

**SLEUTH WORK** Read aloud “The Spider Weaver” on p. TR3 of this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers. You may wish to reread sections of the text to verify children’s answers.

**LOOK FOR CLUES** How does Hiroshi feel about spiders? Do his feelings change during the story? Why or why not? (Hiroshi’s feelings about spiders do change. At the beginning he does not like spiders, but after the spider weaver weaves a lot of beautiful cloth for him, Hiroshi decides he does like spiders after all.)

**MAKE YOUR CASE** Do you think it would have been better for Hiroshi if he hadn’t hidden to watch the spider weaver? Why or why not? (Responses will vary.)

**ASK QUESTIONS** What questions would you like to ask the author about this story? (Responses will vary.)

**PROVE IT!** Ask children to draw a picture of Hiroshi seeing the spider weaver. Have them use key details from the story to dictate or write a phrase or short sentence as a label for their picture.

## EXTENSIONS

## MONITOR PROGRESS

**If...**children understand how to use key details to retell a story,  
**then...**extend the Reading Analysis lesson by having children use key details to retell “The Spider Weaver.”

## READING ANALYSIS


Provide children with a sequence chart. Have them identify details about what happens at the beginning, in the middle, and at the end of “The Spider Weaver.” Ask them to draw or write the details in the boxes on their chart. Then have children use the sequence chart to retell the story to a partner. After partners are finished retelling the story, have them compare and contrast the details and events in their charts. Use the following questions to guide their discussion.

- What details or events do you both have? (Responses will vary.)
- What details or events do you have that your partner does not have? (Responses will vary.)
- What other details can you add to your sequence chart to tell about the events at the beginning, in the middle, and at the end of the story? (Responses will vary.)

## READING OBJECTIVES

Discuss how to write to compare and contrast the adventures and experiences of characters.

 RL.K.9; W.K.2

Capitalize the pronoun *I*.  L.K.2.a

# Writing

## Narrative Writing

### COMPARE AND CONTRAST

**TEACH** Explain to children that writers sometimes compare and contrast two people, animals, places, events, or ideas. When writers compare, they tell how two things are alike, or the same. When writers contrast, they tell how two things are different, or not the same.

Writers can compare and contrast to show connections between the people, animals, places, events, or ideas in stories they have read. Comparing and contrasting makes it easier for writers to understand and remember details about the stories.

When writers compare and contrast stories they have read, they can tell how the adventures and experiences of the characters are alike and different. They can compare and contrast details in the stories about the events and about what the characters do.

- What details does the writer provide about what happens?
- What details does the writer provide about what the characters do?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see that the writer of *I Love Saturdays y domingos* provides details about *Abuelito*'s adventures and experiences. Display p. 21:

He tells me about the times when he was growing up on a *rancho* in Mexico. He worked in the fields when he was very young.

He also tells me how his father went to Texas, looking for work, and *Abuelito* was left in charge of his family. And he was only twelve!

The writer gives details about *Abuelito*'s experiences when he was a young boy.

Explain to children that *Abuelito* is from Mexico. He worked in the fields on a ranch when he was a young boy. When he was twelve, his father left to look for work in Texas, so *Abuelito* took care of the family.

Help children see that the writer of *Apple Pie 4<sup>th</sup> of July* provides details about Father's adventures and experiences. Display p. 19:

My parents do not understand all American things. They were not born here.

Even though my father has lived here since he was twelve, even though my mother loves apple pie, I cannot expect them to know Americans do not eat Chinese food on the Fourth of July.

The writer gives details about Father's experiences.

Explain to children that Father was not born in the United States. He is Chinese. He moved to the United States when he was twelve. Have children discuss how Father's experiences and *Abuelito's* experiences are alike and different based on these details.

Tell children that when they read two stories, they can think and write about how the characters and their adventures and experiences are alike and different.

### CONVENTIONS Capitalize the Pronoun I

**TEACH AND MODEL** Write the following sentence on the board and read it aloud. Point to the pronoun *I*. Explain that we use the pronoun *I* to tell about ourselves. Tell children that when we write the pronoun *I* in a sentence, it is always spelled with a capital *I*.


So, I straighten the milk and the videos and sample a few new candy bars.


The pronoun *I* is always a capital letter.

**APPLY** Have children practice capitalizing the pronoun *I* on p. 206 in their *Reader's and Writer's Journal*. Then have them dictate or write their own sentence using the pronoun *I*. Remind children that they can use the pronoun *I* to tell something about themselves, such as something they do or think.



## WRITING OBJECTIVES

Participate in a shared narrative writing task.  W.K.7

Dictate or write to compare and contrast the adventures and experiences of characters.  W.K.3

# Narrative Writing

## SHARED WRITING

**PREPARE TO WRITE** Explain to children that sometimes they will be asked to write to compare and contrast the adventures and experiences of characters in stories they have read. Remind them that when they compare, they tell how things are alike, and when they contrast, they tell how things are different. Show children what they can do when they are asked to compare and contrast in their writing.

- **Identify Experiences**—Explain to children that sometimes a writing prompt will tell them exactly what they are supposed to compare and contrast. For example, they might be asked to compare and contrast the adventures and experiences of the main characters of two stories they have read. Other times the writing prompt will tell them to choose. For example, they might choose the stories or the characters they will write about. Have children identify the experiences that the main characters of *I Love Saturdays y domingos* and *Apple Pie 4th of July* have. Use a T-chart to record their responses. Model how to identify one experience: *In I Love Saturdays y domingos, the girl eats pancakes on Saturday and huevos rancheros on Sunday.* Add this experience to the chart.
- **Look for Similarities**—Once children know the adventures and experiences that each character has, they need to brainstorm ways those adventures and experiences of the characters are alike. Tell children that they can draw or write the similarities on a sheet of paper.
- **Look for Differences**—Explain that, next, children need to brainstorm ways the adventures and experiences of the two characters are different. Tell children that they can draw or write the differences on a sheet of paper.

Ask children to discuss the lesson that the narrator in *Apple Pie 4th of July* learns. Have them tell how the narrator in *Apple Pie 4th of July*, like the girl in *I Love Saturdays y domingos*, accepts and blends the traditions of the two different cultures in her life.

Remind them that comparing and contrasting are ways writers can connect people, animals, places, events, and ideas in stories they have read.



## Independent Writing Practice

**FORMATIVE ASSESSMENT** Have children continue to identify the adventures and experiences of the narrators in *Apple Pie 4<sup>th</sup> of July* and *I Love Saturdays y domingos*.

**LOOK FOR SIMILARITIES** Ask children to think about how the adventures and experiences of the narrators are alike. Encourage them to draw or write their ideas on a sheet of paper.

**LOOK FOR DIFFERENCES** Ask children to think about how the adventures and experiences of the narrators are different. Encourage them to draw or write their ideas on a sheet of paper.

**WRITE** Have children use the similarities and differences they identified to dictate or write sentences comparing and contrasting the adventures and experiences of the narrators on p. 208 in their *Reader's and Writer's Journal*.



**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Ask volunteers to share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR62–TR65.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PRONOUN I** In languages such as Spanish, Chinese, Vietnamese, Korean, and Hmong, some subject pronouns, such as *I*, can be omitted from sentences because the context indicates the subject. If children say a sentence such as *Am five*, provide practice with producing complete sentences using the pronoun *I*.

#### STRATEGIC SUPPORT

**PRONOUN I** If children have difficulty writing a sentence with the pronoun *I*, prompt them with questions about themselves, such as *What do you like to do on Saturdays?* Write children's sentences on the board. Then have them choose one sentence to copy on p. 206 in their *Reader's and Writer's Journal*.



### OBJECTIVES

Use a combination of drawing, dictating, and writing to retell an event or linked events. **W.K.3**

Tell about events in the order that they happened. **W.K.3**

Provide a character's reaction to the event or linked events. **W.K.3**

Use complete sentences. **L.K.1.f, L.K.2**

# Performance-Based Assessment

## TASK

### RETELL AND EXTEND

The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y domingos* that reflects the unique cultural background of the girl's grandparents. Children will imagine what happens next in the family experience.

Through drawing, dictating, and writing, children will:

- a. narrate the event or linked events
- b. tell about the events in the order that they happened
- c. include some details regarding what happened
- d. provide a reaction to what happened
- e. include what might happen next
- f. use complete sentences

Children will share their retellings with a partner, comparing and contrasting their retellings and extensions to each other's.

Then children share their retellings in a class book or online display.

See p. 144 for reproducible page for distribution to children.

**TEACHER NOTE** You may wish to administer this assessment over multiple lessons.

# Task Preparation

**INTRODUCE** Discuss the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

**REVISIT THE TEXT** Remind children that in *I Love Saturdays y domingos*, the narrator tells about her experiences with Grandpa and Grandma on Saturdays and with *Abuelito* and *Abuelita* on Sundays.

On Saturdays, I go visit Grandpa and Grandma.  
Grandpa and Grandma are my father's parents.  
They are always happy to see me.  
I say, "Hi, Grandpa! Hi, Grandma!" as I walk in.  
And they say, "Hello, sweetheart! How are you? Hello, darling!"

I spend *los domingos* with *Abuelito y Abuelita*.  
*Abuelito y Abuelita* are my mother's parents.  
They are always happy to see me.  
I say: —¡Hola, Abuelito! ¡Hola, Abuelita!— as I get out of the car.  
And they say: —¡Hola, hijita! ¿Cómo estás? ¡Hola, mi corazón!

*I Love Saturdays y domingos*, pp. 6–7



Point out how the girl experiences different cultures on the two days. On Saturdays she experiences one culture with Grandpa and Grandma. On Sundays (*domingos*) she experiences a different culture with *Abuelito* and *Abuelita*. Tell children that when they write to retell events in a story, they can narrate the events in the order they happened, include details about the events, and provide a character's reaction to the events.

Explain to children that they will be asked to write to tell what they think will happen next in the family's experience. Tell children that this part of their writing will not come directly from the story. They will get to use what they have read and their imaginations to decide what might happen next.



# Set-Up

## ORGANIZATION

Display a story sequence chart on the board. Discuss with children how they can use the chart to organize the event they are going to retell. Provide children with their own story sequence chart. Tell them they can draw or write their ideas on the chart.

## MATERIALS

- copies of story sequence chart
- paper
- pencils
- crayons or markers
- text: *I Love Saturdays y domingos*

## BEST PRACTICES

- Help children understand the purpose and audience for the writing task.
- Remind children that culture is the way people live. There are different cultures in our country and around the world.
- Remind children that a writer can show how a character reacts by telling what the character says or does or how the character feels.
- Encourage children to use sequence words to retell the events in order.

# Scaffolded Support

In order for all children to access the assessment, additional supports can be provided as necessary.

**CHECKLIST** Read aloud a checklist that details expectations for this task. It can give points to each section so children are clear about what is going to be assessed.

**WRITING TASKS** Writing tasks can be previewed and broken down into smaller steps for clarity.

**GRAPHIC ORGANIZERS** Children can use graphic organizers to take notes and to organize their thinking about the sequence of events and how the events are connected.

**Story Sequence A**

Title \_\_\_\_\_

Beginning

↓

Middle

↓

End

**T-Chart**

--	--

## Performance-Based Assessment

### Grade K • Unit 4 • Module A

#### TASK

### Retell and Extend

Think of the different cultures and experiences in *I Love Saturdays y domingos*. Choose one example of a family experience that shows the culture of the girl's grandparents. Tell about the event in order. Explain the character's reaction to the event. Tell about what might happen next in the family's experience.

Remember to:

- narrate the events
- tell the events in order
- include details about the events
- tell the narrator's reaction
- tell about what might happen next
- use complete sentences

Share your retelling with a partner. Discuss how your retellings are alike and different. Then share your retelling in a class book or online display.

# Narrative Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Successfully narrates an event or linked events, a reaction, and extension.	Skillfully retells the events in order.	Provides clear, sufficient details about story events.	Events and reactions are clearly described using vivid, precise words.	Uses all features of a complete sentence correctly when writing.
3	Somewhat narrates an event or linked events, a reaction, and extension.	Retells the events in order.	Provides some details about story events.	Events and reactions are adequately described using some vivid, precise words.	Uses some features of a complete sentence when writing.
2	Attempts to narrates an event or linked events, a reaction, and extension.	Retells the events but not in order.	Provides few details about story events.	Events and reactions are unevenly described using few vivid, precise words.	Uses few features of a complete sentence when writing.
1	Does not narrates an event or linked events, a reaction, or an extension.	Retells the events but not in order and not accurately.	Lacks details about story events.	Events and reactions are described in a vague, unclear, or confusing manner with no vivid, precise words.	Uses no complete sentences when writing.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• child does not demonstrate adequate command of narrative writing traits</li> <li>• response is unintelligible, illegible, or off topic</li> </ul>				

# Presentation

Children can now share their retelling with a partner.

- Organize the classroom: Arrange the chairs so partners are facing each other.
- Review the classroom speaking rules. Remind children to speak audibly and to express their thoughts, feelings, and ideas clearly so their partner can hear and understand their retelling.
- Review the classroom listening rules. Remind children that they should face their partner and listen attentively when he or she is speaking. They should not speak while their partner is speaking.
- Have children take turns sharing their retelling with their partner. Remind them to tell the events in order, tell the girl's reaction to the events, and include what could happen after the events.
- When partners are finished sharing their writing, have them compare and contrast their retellings. Remind children that when they compare, they tell how the retellings are alike, and when they contrast, they tell how the retellings are different. Point out that they can compare and contrast the events they chose, the narrator's reaction to the events, and the details they learned about the narrator's cultures from the events.

Children can now share their retelling in a class book or online display.

- If available, have children use computers or electronic tablets to create a clean copy of their retelling.
- If children choose to share their retelling in a class book, have them print out their retelling. Gather children's retellings and bind them together into a class book.
- If possible, children could post their retelling in an online display.

## Reflect and Respond

**LOOKING AHEAD** For children who received a 0, 1, or 2 on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessment tasks throughout the school year.

**If...**children do not understand how to retell events in order,  
**then...**review sequence words with children. Provide them with opportunities to use a sequence chart during their weekly writing assignments.

**If...**children have difficulty sharing a character's reaction to an event,  
**then...**remind children that a character's reaction includes how the character feels, what the character says, and what the character does. As children read independently throughout the module, encourage them to look for characters' reactions.

**If...**children need extra support comparing and contrasting events in a story with a partner,  
**then...**review comparing and contrasting (alike and different). Provide opportunities for children to use graphic organizers to compare and contrast as they read.



# Contents



## **SLEUTH READ ALOUDS ..... TR2–TR4**

“Two Talented Friends” ..... TR2

“The Spider Weaver” ..... TR3

“Fun with Marbles” ..... TR4

## **END-OF-UNIT ASSESSMENT ..... TR5–TR17**



## **ROUTINES ..... TR18–TR65**

**TEAM TALK** Think/Pair/Share Routine ..... TR18–TR21

Whole Class Discussion Routine ..... TR22–TR25

Small Group Discussion Routine ..... TR26–TR29

Read Aloud Routine ..... TR30–TR33

Shared Reading/Read Together Routine ..... TR34–TR37

Independent Reading Routine ..... TR38–TR41

Text Club Routine ..... TR42–TR45

Benchmark Vocabulary Routine: Informational ..... TR46–TR51

Benchmark Vocabulary Routine: Literary ..... TR52–TR57

Reading Wrap-Up Routine ..... TR58–TR61

Writing Wrap-Up Routine ..... TR62–TR65

## **GRAPHIC ORGANIZERS ..... TR66–TR80**

Cause and Effect ..... TR66

Compare and Contrast ..... TR67

Four-Column Chart ..... TR68

K-W-L Chart ..... TR69

Main Idea ..... TR70

Story Sequence A ..... TR71

Story Sequence B ..... TR72

T-Chart ..... TR73

Three-Column Chart ..... TR74

Three Sorting Circles ..... TR75

Two Sorting Boxes ..... TR76

Venn Diagram ..... TR77

Web A ..... TR78

Web B ..... TR79

Word Rating Chart ..... TR80

## **TEXT COMPLEXITY RUBRICS ..... TR81–TR84**

## **BALL-AND-STICK MANUSCRIPT ALPHABET ..... TR85**

## **D’NEALIAN MANUSCRIPT ALPHABET ..... TR86**

## **LEVELED TEXT INSTRUCTIONAL PLANS ..... TR87–TR96**

## **ACKNOWLEDGMENTS ..... TR97**



# Sleuth Read-Alouds



## Two Talented Friends

“I know what we can do for the class talent show,” Bev said to her best friend Russ. “We can make a puppet. It will be a robot that can talk and sing and dance!”

“That’s a great idea!” Russ said. “Let’s start working on it right now.”

First, they talked about what they would need to make the robot puppet. Then they started looking for the materials. They found an empty round oatmeal box for the robot’s body. For the head, they chose a small square box that teabags came in. They used old plastic toothbrush holders for the arms and legs.

Russ and Bev connected the parts together with string, tape, and glue. Then they covered all the parts with shiny silver foil. They asked Russ’s sister Emma to cut a hole for the mouth. They added black buttons for the eyes and nose. They used colored pipe cleaners and bits of felt to outline the mouth and to decorate the robot’s arms, legs, and body. When they were finished, the puppet looked great!

“But how do we make it dance?” asked Russ.

“Watch this,” said Bev.

She stuck two long, thin sticks through the bottom of the oatmeal container about three inches apart. When she moved the sticks up and down, the puppet moved up and down too.

At the talent show, Bev and Russ put a sheet over a table and then hid behind the table. They held the puppet up on the edge so that it looked like it was standing on the table. Then Russ talked and sang while Bev moved the sticks to make the robot look like it was dancing.

The robot puppet was a big hit with the class. But better than that, the two best friends had fun building their robot puppet together.

## The Spider Weaver

Once upon a time, a rice farmer named Hiroshi saw a big snake chasing a little spider. The snake was getting closer and closer to the spider and would soon make a meal of it.

Hiroshi thought, “I don’t like snakes or spiders. But I also don’t like the idea of a big fellow picking on a little one. I’ll drive that snake away with my hoe.”

And that’s exactly what he did. The big snake hissed and slithered away. The little spider ran in the opposite direction.

Several days later, Hiroshi heard a tiny knock on his door. Outside stood a small thin girl.

“I hear you need someone to weave cloth. Please let me weave for you,” the girl said.

“Well,” said Hiroshi, “I *do* need a weaver.” So he led the girl to his loom and let her begin weaving.

In no time at all, the little weaver had woven a pile of beautiful cloth. Day after day she wove more and more cloth. Hiroshi couldn’t believe his good fortune. He also couldn’t understand how the girl could weave so much so quickly.

“I’ll hide in the room to watch her at work,” he thought.

And what did Hiroshi discover to his great surprise? The weaver girl wasn’t a girl at all, but rather a spider! Having eight arms, she could weave far faster than any human could. Hiroshi came out of his hiding place.

“Now you know,” said the spider weaver. “I am the spider you saved from the snake. I have woven enough fine cloth to last you many years. It is my thanks to you.”

And with that, the spider jumped up to the window, spun a fine thread, and let a breeze whisk her away.

“Well,” Hiroshi said, “I still don’t like snakes, but I do like spiders.”

# Sleuth Read-Alouds



## Fun with Marbles

Are you looking for something different to do with your friends? You don't need fancy toys or games. You can have hours of fun with marbles. Yes, marbles. They don't cost a lot, and they can be used to play many different games. Here are two games:

### **Ringer**

Make a large circle on a smooth, flat surface. Use chalk if you're outside or tape if you're inside. Each player places four marbles randomly inside the circle. The first player shoots (flicks using a thumb or index finger) a marble (called a "shooter") into the circle. The player tries to knock a marble out of the circle but leave the shooter inside the circle. If the player does that, he or she picks up the marble outside the circle and takes another turn. If the player does not knock a marble out of the circle or the shooter goes out of the circle, the next player gets a turn. When all the marbles are gone, the player with the most marbles wins.

### **Shoot and Score**

Get an empty shoe box, take off the lid, and turn the box upside down. Cut five small square openings spaced out along one edge of the box. Label each opening with a score, for example, 1, 2, 3, 4, 5 or 5, 10, 15, 20, 25. Place the box upside down on the floor. Each player takes five marbles, sits several feet away from the box, and shoots the marbles toward the box, trying to get them through the openings. The player receives the score on the opening each marble goes through. Record and add up the scores for each player. The player with the highest number wins.

Try these games and then create your own marble game. Just be sure all the players understand and agree on the rules before the game starts. Then have fun!

# Administering the Assessment

The End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. This test is intended to be read aloud to children. Directions for administering the test appear on the teacher pages. Because children must be able to comprehend texts of steadily increasing complexity as they progress through school, the test materials provide opportunities to listen to and comprehend more complex texts. The assessment items include content appropriate texts and questions for children to listen to, interpret, and comprehend independently and proficiently.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
<b>TWO SESSIONS</b> Option 1	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	
<b>TWO SESSIONS</b> Option 2	<ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Writing</li> </ul>	
<b>THREE SESSIONS</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>

# Administering the Assessment

**DURATION** The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

**PREPARING CHILDREN FOR THE ASSESSMENT** Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will listen to a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** This assessment is intended to be read aloud to children. To begin the test, read the Teacher Information at the top of the teacher Passage page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions.

## After the Assessment

### SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided at the end of this section.

**SCORING THE WRITING PROMPT** The Writing section requires children to write and/or draw in response to a prompt. Examples of appropriate responses and a 2-point rubric are provided at the end of this section. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.

**GENERATING FINAL SCORES AND/OR GRADES** If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

# Administering the Assessment

## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

**INFORMING YOUR INSTRUCTION** Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension or Vocabulary sections, they may benefit from practice in retelling familiar stories in response to focused comprehension and vocabulary questions. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

# Unit 4 Assessment

## Passage

**TEACHER INFORMATION** Read aloud the following directions and the story.

**DIRECTIONS:** *I am going to read you a story about a king named Frederick. When I am finished, I will ask you to tell me about the story. Listen carefully.*

Once upon a time there was a king named Frederick who lived in a tall castle high on a bright green hill. King Frederick had a fine white horse to ride, a bright golden crown to wear, a lot of money, and a cook to bring him tasty meals.

But King Frederick was not happy.

"I am so bored it makes me angry!" he told the castle cook one day. "I do not like being king anymore."

The cook's name was Martin. "What would you like to be instead?" Martin the cook asked.

King Frederick looked down at the tasty meal that Martin had set before him. The meat and vegetables smelled so delicious.

"I know," said King Frederick to Martin the cook. "I would like to do what you do. Let's trade places, Martin. What do you say?"

"Oh yes," Martin said, for he had always dreamed of being king.

So Frederick gave Martin his crown and went skipping happily off to the kitchen. Now he, Frederick, was the castle cook. Meanwhile, Martin put on the heavy crown and sat on the golden throne. Now he, Martin, was king. "Hooray for King Martin!" Martin shouted.

But King Martin soon grew lonesome, sitting on the throne under that heavy crown all day long. Martin missed his meats and vegetables and pots and pans. He wanted to be Martin the cook again. Meanwhile, Frederick was growing lonesome too. Cooking was hard work. He missed his fine white horse and golden crown. He wanted to be Frederick the king again.

So the next day, the two men agreed to trade places again and go back to being their old selves. Frederick became King Frederick again, wearing his golden crown, and Martin became the castle cook again, making the king's meals like always, with a big, happy smile on his face.



# Unit 4 Assessment

## Comprehension

**TEACHER INFORMATION:** Distribute Comprehension page TR14 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** *I am going to read the story again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.*

1. Look at the first row of pictures at the top of the page where you see the square. Put your finger on the square. Who is this story about? Circle the picture that shows who this story is about.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Think about the information in the story. How did King Frederick feel at the beginning of the story—happy, angry, or silly? Circle the picture that shows how King Frederick felt at the beginning of the story.
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. What did King Frederick give to Martin, his cook? Circle the picture that shows what King Frederick gave to his cook.
4. Move down to the next row of pictures where you see the heart. Put your finger on the heart. After trading places with King Frederick, what did Martin do all day long? Circle the picture that shows what Martin did all day long after trading places with the king.
5. Move down to the last row of pictures where you see the star. Put your finger on the star. Think about the information in the story. How did Martin the cook feel at the end of the story—happy, tired, or scared? Circle the picture that shows how Martin felt at the end of the story.

### COMMON CORE LEARNING STANDARDS

**Literature 1.** With prompting and support, ask and answer questions about key details in a text.

**Literature 3.** With prompting and support, identify characters, settings, and major events in a story.

**Speaking/Listening 2.** Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

## Vocabulary

**TEACHER INFORMATION:** Distribute Vocabulary page TR15 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

**DIRECTIONS:** *Now I am going to read the story again. Then I will ask you some questions about the meaning of some of the words in the story. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.*

1. Look at the first row of pictures at the top of the page where you see the square. Put your finger on the square. Listen to this sentence from the story: “Once upon a time there was a king named Frederick who lived in a tall castle high on a bright green hill.” Look at the pictures of the castles. Which picture shows the “castle” described in the sentence? Circle the picture that shows King Frederick’s castle.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Listen to this information about Frederick: A king named Frederick lived in a tall castle. He had the tallest castle of all. Look at the pictures of the castles. Which picture shows the “tallest” castle? Circle the picture that shows the “tallest” castle.
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. Listen to this sentence: “The meat and vegetables smelled so delicious.” Circle the picture that shows the meal described in the sentence.
4. Move down to the next row of pictures where you see the heart. Put your finger on the heart. Listen to this sentence: “Martin missed his meats and vegetables and pots and pans.” What are “pots and pans”? Circle the picture that shows the “pots and pans.”
5. Move down to the last row of pictures where you see the star. Put your finger on the star. Listen to this detail from the story: “Frederick became King Frederick again, wearing his golden crown.” What was Frederick wearing? Circle the picture that shows what Frederick was wearing.

### COMMON CORE LEARNING STANDARDS

**Literature 4.** Ask and answer questions about unknown words in a text.

# Unit 4 Assessment

## Writing

**TEACHER INFORMATION:** Distribute Writing pages TR16–TR17 and read aloud the following prompt to children. Provide time for children to draw their pictures and complete the sentence. Allow children to dictate their responses if necessary.

**PROMPT** *Think about King Frederick in this story. Draw a picture to show King Frederick wearing his crown. In the story, King Frederick wanted to do something different. Draw a picture to show something you would like to do. Write or tell a word or a sentence about something you would like to do.*

### RUBRIC FOR WRITING

<b>2</b>	Child uses drawing to show Frederick wearing his crown and to show the child doing an activity he/she would like to do. Child uses writing to accurately describe the activity in the second drawing.
<b>1</b>	Child uses drawing to show Frederick wearing his crown and to show the child doing an activity he/she would like to do. Child uses writing to describe an activity he/she would like to do, but the sentence does not correspond to the second drawing. One element of the response may be incomplete.
<b>0</b>	The drawings do not show Frederick wearing his crown or the child doing an activity he/she would like to do. The sentence does not describe an activity the child would like to do. More than one element of the response may be incomplete.
















### COMMON CORE LEARNING STANDARDS

**Writing 3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# Scoring Information

**UNIT 4 • COMPREHENSION**
















**Comprehension** Name \_\_\_\_\_

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TR14 Unit 4 • End-of-Unit Assessment

**UNIT 4 • VOCABULARY**

**Vocabulary** Name \_\_\_\_\_

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Unit 4 • End-of-Unit Assessment TR15

**UNIT 4 • WRITING**

**Writing** Name \_\_\_\_\_

**Drawing should show King Frederick wearing a crown.**

**King Frederick likes his crown.**

TR16 Unit 4 • End-of-Unit Assessment

**UNIT 4 • WRITING Continued**

**Writing** Name \_\_\_\_\_

**Drawing should show child doing something he/she would like to do.**

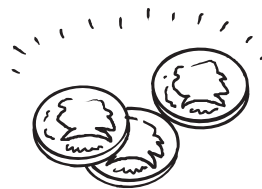
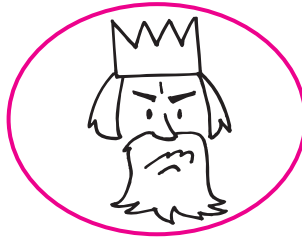
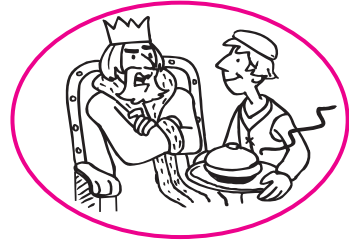
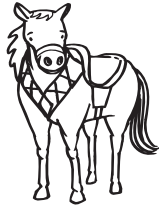
I would like to **Possible response: be a king/queen**

Unit 4 • End-of-Unit Assessment TR17



# Comprehension

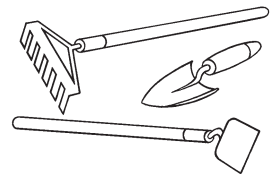
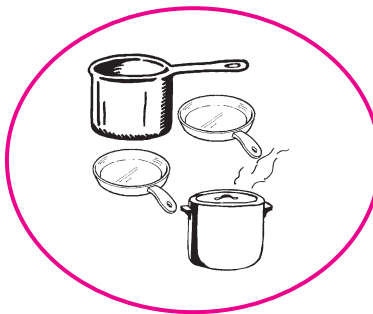
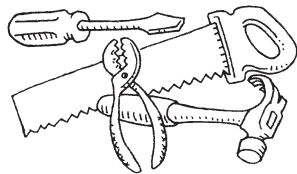
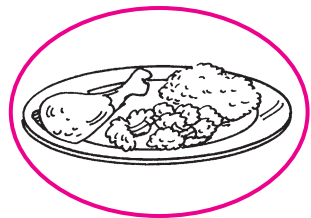
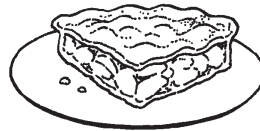
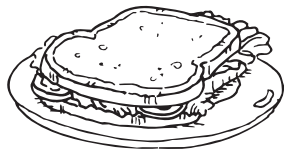
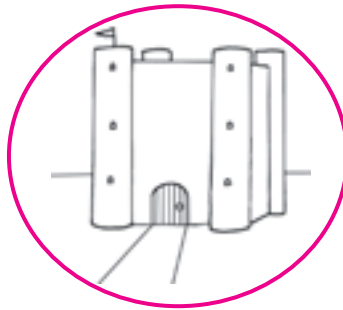
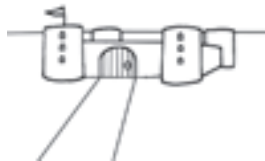
Name \_\_\_\_\_





# Vocabulary

Name \_\_\_\_\_





# Writing

Name \_\_\_\_\_

**Drawing should show King Frederick wearing a crown.**

**King Frederick likes his crown.**



# Writing

Name \_\_\_\_\_

**Drawing should show child  
doing something he/she  
would like to do.**

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I would like to **Possible**

**response: be a**

**king/queen**



# Think-Pair-Share/Paired Discussion Routine



**COMMON CORE CONNECTIONS**

RL.K.1; RI.K.1; SL.K.1

## Rationale

### TEAM TALK

Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **Thinking**—Children have time to think about something they read.
- **Pairing**—Children take turns expressing key ideas with a partner.
- **Sharing**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which helps address the needs of both the quiet child and the over-eager child. Pairing gives children an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share Routine provides children with structured support as they engage in text-reliant conversations. Ask children thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What is the main topic? What parts of the text help you know the main topic?
- How does the character act when he faces a challenge? What words tell you that?



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Think-Pair-Share/Paired Discussion Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *On page 10, the text says \_\_\_\_\_. This tells me that \_\_\_\_\_.*
- Describe how you use key vocabulary in your response. For example, *On page 4, the author used the word **screamed**. That word helps me understand that the character was frightened.*
- **COLLABORATE** Teach children how to use appropriate language to respond to the views expressed by others. For example, *I agree with you. I think that \_\_\_\_\_. or I don't agree with you because I think that \_\_\_\_\_.*

**COLLABORATE** Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/Paired Discussion Routine. Give them a minute or two to think; then let them know it's time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they become ready to participate.

# Think-Pair-Share/Paired Discussion Routine



## THE ROUTINE

- 1** Introduce the Think-Pair-Share/Paired Discussion Routine to children. You might begin by saying, *In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to share their ideas with the class.*
- 2** Pair children randomly with classmates sitting nearby, or in ability-focused pairs.
- 3** For successful conversation between partners, have children sit in close proximity to one another and engage in eye contact with each other. Remind children that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which children may respond to their partners by saying, *I agree with you. I thought something similar when \_\_\_\_.* or *I don't agree with you because I remember reading \_\_\_\_.* or *I think the author is trying to tell readers \_\_\_\_ because the text says \_\_\_\_.*
- 6** After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor children's conversations by listening briefly to each pair. Offer prompts to focus their attention on or encourage them to look at the text to find evidence to support their answers. For example, *Explain your thoughts more. What part of the text helped you to draw that conclusion?* or *Find the words the author used to describe the character.*
- 8** When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly one key point that they would like to share with their classmates. You may ask them to write this key point. Then have volunteers present their pair's key idea to the class. Keep track of the children who act as spokespeople so you can encourage different children to act as spokesperson with each pairing activity.



## Going Deeper

The following are additional activities to do with children once they are familiar with the Think-Pair-Share/Paired Reading Routine.

- **COLLABORATE** Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner's ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about \_\_\_\_*, as well as make comparisons, such as *I understand your point about \_\_\_\_, but I think \_\_\_\_*.
- **COLLABORATE** At the end of the conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *I gave our discussion a “thumbs up” because we each had different ideas. Your ideas helped me to think about the text in a new way.*

### Tips and Tools

Encourage children to use key vocabulary from the text in their retellings.

**COLLABORATE** As children rate their conversations, encourage them to focus on specific contributions made by their partners.

# Whole Class Discussion Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; SL.K.1, SL.K.2, SL.K.3, SL.K.6

## Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, they are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion Routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some examples of engaging questions:

- What questions do you still have about the text? What prompted you to ask that question?
- What might you tell a friend about the text? Name the most interesting part to share.



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for children to add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more!*
- Teach children how to use appropriate language to respond to the views expressed by other children. For example, *I agree with you. I think that \_\_\_\_.* or *I don't agree with you. I think that \_\_\_\_ because the text says \_\_\_\_.*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

# Whole Class Discussion Routine



## THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to children. Here is an example: *We are going to talk about this book together. Let's focus on \_\_\_\_\_. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you can add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about \_\_\_\_\_ for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children time to think before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they share their thoughts.
- 4** As children add to the class discussion, act as moderator rather than leader.
  - Ask for more information after a response. This helps children develop their contributions more fully. For example, *Tell me more about what you are thinking.*
  - Ask children to point out text evidence that substantiates their responses. For example, *What words in the text help you know that?* This helps children internalize the text and understand that it is important to support what they say with evidence from the text.
  - If children provide an opinion, ask other children to share their opinions in response. For example, *What do you think about that opinion? What is your opinion?* Encourage children to support their opinions with valid reasons.
- 5** As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text.*
- 6** Summarize one or two of the most important points discussed. Reviewing the conversation for children in this way will help strengthen their new or revised understandings about the text.



## Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Whole Class Discussion Routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *That's an interesting point. What made you think that?*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *I have never been to a different country. I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better.*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.



# Small Group Discussion Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; SL.K.1, SL.K.2, SL.K.3, SL.K.6

## Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify understandings of the text. These discussions allow children to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage children in text-based discussions:

- What words describe what the character is like?
- What part of the text tells you about the steps for growing a bean plant?



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for children to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [Find the events that happened first, next, and last in the story.](#)
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [This part of the text tells about what happened after the fire.](#)
- Teach children how to use appropriate language to respond to others' views. For example, [I agree with you. I think that \\_\\_\\_\\_.](#) or [I don't agree with you because I think that \\_\\_\\_\\_.](#)

Engage children in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as children participate.

# Small Group Discussion Routine



## THE ROUTINE

- 1** Introduce the Small Group Discussion Routine to children. Here is an example: *You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.*
- 2** Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have children sit in a circle so that they can see and hear each other. Remind children to engage in eye contact as they take turns talking.
- 4** Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
  - **Group Organizer:** introduces the task and keeps the group on target
  - **Clarifier:** restates what a group member has said to clarify and confirm
  - **Elaborator:** follows up with questions after a group member shares a response
  - **Reporter:** reports about the overall group discussion.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to find evidence to support their answers. Tasks may include using the text and a graphic organizer to record their thinking. Suggestions are found in the teaching lessons.
- 6** State any parameters you have set, such as *Talk in your groups for the next 10 minutes.*
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *I agree with you. I thought something similar when \_\_\_\_.* or *I don't agree with you because I remember reading \_\_\_\_.*
- 8** Stop by each group to monitor children's conversations. If children aren't engaged in rich discussion, offer conversation prompts. For example, *Show me the part of the text that supports your opinion.* or *Tell me about the character. What words does the author use to describe the character?*
- 9** As the end of the allotted time nears, remind children of the task. You might say, *In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class.* Encourage the Reporter to rehearse what he or she will say.



## Going Deeper

The following are additional activities that you may choose to do with the children once they are familiar with the Small Group Discussion Routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask during group discussions. For example, *What made you think that?* *What more can you tell us about that event?*
- At the end of a Small Group Discussion, have children decide if their group discussion earned a “thumbs up” or “thumbs down.” Have children name reasons for their rating.

# Read Aloud Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3, RL.K.10; RI.K.1, RI.K.2, RI.L.3, RI.K.10

## Rationale

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier due to the support of the proficient reader. Children are free to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual children who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand children's knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for the main characters that we are introduced to.*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *That diagram helped me better understand the information in the text about \_\_\_\_.*
- Describe how key vocabulary deepens your understanding of the text. For example, *I knew Tony was really happy because the author used the phrase *delighted beyond words*.*
- As children respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that \_\_\_\_.* or *I don't agree with you because I think that \_\_\_\_.*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day, or as long as 15 minutes to engage in a rich piece of literature.

# Read Aloud Routine



## THE ROUTINE

- 1** Introduce the Read Aloud Routine to children. Here is an example: *I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *This text is broken into different parts. Each part will tell us about a fruit or vegetable.* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understanding of the text. Engage children in brief conversations by asking questions, such as *What do we know about the main character now?* You may also model your own thinking aloud. For example, *I learned something new. I did not know that grasshoppers had five eyes.*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *In what part of the book did we learn about pumpkin plants?* or *How did Alex react when his grandma surprised him?* Ask questions to confirm understanding, such as *What happened in this part?* You could also model how to clarify understanding. For example, *I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction.*



## Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections to other texts. For example, *In what ways does the main character remind you of a character in another book?*
- At the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

### Tips and Tools

Higher-level thinking questions and open-ended questions do not ask for one particular or specific answer. Instead, they require children to think about the text before responding. Children's answers should be in-depth, and children should be able to refer to the text for evidence to support their responses.

Here are some sample higher-level thinking question ideas and stems:

- *Predict what would happen to this character if \_\_\_\_\_.*
- *Determine why the author chose this setting.*
- *How are \_\_\_\_\_ and \_\_\_\_\_ alike? How are they different?*
- *How can you categorize these words?*
- *How could you better organize the information in this text?*
- *Summarize the main ideas and key details in this text.*



# Shared Reading/Read Together Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RK.K.3, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.10; SL.K.1, SL.K.2, SL.K.3

## Rationale

The Shared Reading/Read Together Routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading/Read Together opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading/Read Together Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility.

As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

## Tips and Tools

### TERMS TO KNOW

**gradual release model** The *gradual release model* is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the child.

**text challenge** A *text challenge* is anything about a text that may be difficult for children, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Shared Reading/Read Together Routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *As we read together, look for words that tell about how the main character feels.*
- Remind children that because you are reading the text together, they are to be active readers along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *I have to think carefully about the order in which the story events happen so I can better understand the story.*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- **COLLABORATE** As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading/Read Together opportunities during all subject matter lessons to give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading/Read Together opportunities are rich and supportive and can build children's oral vocabularies as well.

### Tips and Tools

**Monitor Progress** Keep a list of children's names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant children to show their active reader participation.

#### TERMS TO KNOW

**active readers** *Active readers* participate by following along, reading silently while the teacher reads, or taking turns reading portions of the text aloud.

# Shared Reading/Read Together Routine



## THE ROUTINE

- 1** Introduce the Shared Reading/Read Together Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During the Shared Reading/Read Together, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works. For example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4** Stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What is something new that you learned?* or *Where does this story take place?* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5** After completing the Shared Reading/Read Together, discuss the text's overall meaning or main idea. Then ask open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.



## Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Shared Reading/Read Together Routine.

- **COLLABORATE** As you return to familiar literary text, invite children to role-play the characters. When you return to a familiar informational text, have volunteers read aloud captions for photos.
- Always encourage children to read along with you as they feel comfortable.
- **COLLABORATE** After reading, have pairs discuss their “Aha!” moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

# Independent Reading Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; RF.K.4

## Rationale

Independent Reading is reading children do on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. For beginning readers, Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with texts that they can access with great accuracy.

Including Independent Reading as a part of your daily classroom activities is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts, both literary and informational, and assess that children understand what they read on their own.



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *As you read your informational texts, pay attention to the text features, such as headings. How are they helpful?*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *What word did you come across that you didn't know? What did you do? I would read on to see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?*
- **COLLABORATE** As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

# Independent Reading Routine



## THE ROUTINE

- 1** Introduce the Independent Reading Routine to children. For example, *Now you get to read a book of your choice. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2** Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3** Provide children with a focus for the day’s Independent Reading. For example, you might have children read a narrative and focus on details that describe the story’s setting.
- 4** Check in with individual children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5** As you check in with children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include questions such as *What is the main idea of the text?* or *How did you figure out the meaning of this word?*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Have children reflect on their reading by drawing a picture of the main topic or writing a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.



## Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Independent Reading Routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- **COLLABORATE** Have children work with partners to describe what they have read or to tell others why they should read that book.



# Text Club Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10; RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10; SL.K.1, SL.K.2, SL.K.3, SL.K.6

## Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn personal responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs:

- Consider the reading abilities of children. For children who are still unable to read independently, choose texts they can listen to on audio recordings while they follow along. You could also invite volunteers or older students to read the Text Club books to children before their Text Club meetings.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



## Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards that define each role's responsibilities.
- Preview titles by providing an interesting question about the text or reading a few pages aloud.
- As children first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess children's progress during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performances through checklists and conferences with you.

# Text Club Routine



## THE ROUTINE

- 1** Introduce children to Text Clubs. Here is an example: *For Text Club, you will each read the text on your own or you might listen to it. Then, your Text Club will share your thoughts with each other. For example, you might talk about a character or an interesting fact that you learned. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
  - Discussion Leader:** leads the group discussion and keeps everyone on task
  - Word Wizard:** finds new, interesting, or challenging vocabulary words
  - Connector:** looks for connections between the Text Club text and other texts
  - Summarizer:** shares a short summary of the book being discussed
  - Art Director:** creates a drawing or diagram connected to the reading
- 3** Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time. For example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5** Children meet to discuss the text. They might meet only one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *What was the most interesting fact you learned?* or *Which character reminded you of someone you know?*
- 6** After Text Club discussions, have groups share the texts with the entire class.
- 7** Debrief with each Text Club to assess children’s comprehension and group interactions. Ask children to rate their discussions with a “thumbs up” or “thumbs down” and explain their reasons.



## Going Deeper

You may choose to do these activities once children are familiar with the Text Club Routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as **I shared \_\_\_\_\_;**  
**I learned \_\_\_\_\_; I like/dislike the book because \_\_\_\_\_.**

# Benchmark Vocabulary Routine: Informational



**COMMON CORE CONNECTIONS**

RI.K.4; L.K.4, L.K.5, L.K.6

## Rationale

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter unfamiliar vocabulary in their reading. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when they encounter new words in complex texts.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms and they represent new and complex concepts. Children are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.



When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to deeper understanding and correct usage of those terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

## Tips and Tools

### TERMS TO KNOW

**affix** An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

**inflectional ending** An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

**root word** A *root word* is a word that can't be broken into smaller words. For example, *port*, meaning *carry*, is the root word of *report*, *portable*, and *transport*.

Go to [www.PearsonSchool.com/NYCRReadyGEN](http://www.PearsonSchool.com/NYCRReadyGEN) to read more about generative vocabulary instruction in ReadyGEN.

## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences and internalize the word.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their speaking and writing. In addition, the more children know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



## Tips and Tools

### Word Maps

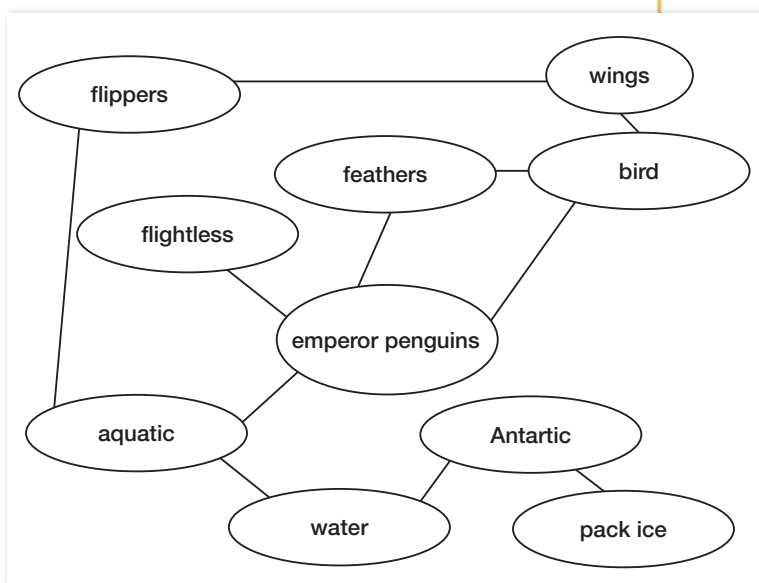
Semantic mapping is a word mapping strategy to engage students in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

### TERMS TO KNOW

**context clues** *Context clues* are the words and sentences found around an unknown word that help readers understand the word’s meaning. Help children find examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

**text features** *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational, while other text features supplement content or present new information. Help children become familiar with text features such as a table of contents, headings, labels, captions, charts, diagrams, sidebars, a glossary, and an index.





# Benchmark Vocabulary Routine: Informational



## THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud, and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, *“Leaves sprout on the trees”* is found in the text. You might share this sentence: *Young plants sprout from the ground.*
- 3** If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text states, *“Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.”* The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4** If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look the word up in a children’s dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5** Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts.
- 6** Encourage children to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you are better able to assess children’s understanding.
- 7** As children develop their conceptual vocabularies, provide opportunities for them to use these new terms to write in response to informational text.



## Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words such as *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to that category, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it. An outline of a camel might have the words *desert*, *hot*, *sand*, and *hump* around it.

### Tips and Tools

Children are often challenged by the vocabulary of informational texts because the words are unfamiliar and represent complex concepts. By creating word maps, children have access to a visual network of words, which leads them to see how ideas are connected. Teaching words as a network of ideas, teaching word parts, teaching examples and non-examples related to a new word, and helping children connect new vocabulary and their prior knowledge are strategies that foster understanding of how words work and prepare children to unlock meaning as they read increasingly complex texts.

# Benchmark Vocabulary Routine: Literary



**COMMON CORE CONNECTIONS**

RL.K.4; L.K.4, L.K.5, L.K.6

## Rationale

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Children need to recognize not only the features and functions of words, but they also need to begin making connections among words. This generative approach to vocabulary instruction will enable them to unlock the meanings of unknown words as they are presented with increasingly complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. However, these words are often new labels for known concepts. For example, in Eric Carle's *A House for Hermit Crab*, Carle writes, "He had felt safe and snug in his shell. But now it was too snug." The word *snug* is likely not a word kindergarten children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words.



## Tips and Tools

### TERMS TO KNOW

**affix** An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

**inflectional ending** An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

**multiple-meaning word** A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Fan*, *bat*, and *line* are examples of multiple-meaning words.

**root word** A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *actor*, and *react*.

Go to [www.PearsonSchool.com/NYCRReadyGEN](http://www.PearsonSchool.com/NYCRReadyGEN) to read more about generative vocabulary instruction in ReadyGEN.

# Benchmark Vocabulary Routine: Literary

## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Texts:

- Pronounce the word and have children repeat it. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. If necessary, rephrase the meaning in language that is easier for children to understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



## Tips and Tools

### Context Clues

Point out to children that by reading on, the meaning of an unfamiliar word might be revealed to them. Robert McCloskey uses this technique to define *molt* in *Make Way for Ducklings*. “And only just in time, for now they were beginning to molt. All of their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.”

# Benchmark Vocabulary Routine: Literary



## THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a children's dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3** Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example, *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight."* The use of *snug* in the first sentence fits the first definition: "He had felt safe and snug in his shell." The use of *snug* in the second sentence ("But now it was too snug.") fits the second definition. Now the word *snug* means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.
- 4** Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5** Help children list synonyms for the word. Then compare and contrast the word with those synonyms. *How is tight different from snug? How is comfortable different from snug?*
- 6** Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.
- 7** As their word knowledge expands, guide children to carefully consider word choice as they incorporate new vocabulary when writing in response to literary text.



## Going Deeper

You may choose to do these additional activities with children once they are familiar with the Benchmark Vocabulary Routine for Literary Texts.

- Create word webs and post them around the room for children to reference when they write. Add synonyms of the word, such as *comfortable* and *tight* for *snug*, or add morphological family members of the word, such as *fright* and *frighten* for *frightening*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Benchmark Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

### Tips and Tools

#### Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

#### TERMS TO KNOW

**synonym** A *synonym* is a word that has almost the same meaning as another word.

**morpheme** A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family rather than a word in isolation prepares children to make connections between words and determine word meaning.



# Reading Wrap-Up Routine



**COMMON CORE CONNECTIONS**

RL.K.1, RL.K.2; RI.K.1, RI.K.2; SL.K.1

## Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Children come together as a community of readers to summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in the day's lesson. Children share their own insights about the text and are encouraged to add to what their classmates have said. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions with which you prompt children. Provide opportunities for children to share their opinions and ideas or to ask questions.



## Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, *Today we learned how to use an index. An index helps readers find information in a book. Let's talk about when a reader might want to use an index.*
- Teach children how to use language to respond to others' views. For example, *That was the part I thought was most interesting, too. Why did you find it so interesting?* or *I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?*

# Reading Wrap-Up Routine



## THE ROUTINE

- 1 Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read an informational text. An informational text tells about things that are real and true. This text is about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.*
- 3 Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *What is one thing you remember from what we read today? Which part of the text did you like best? Why did you like it?* or *Who do you know who is like this character? How are they alike?*
- 4 Encourage children to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we'll be finishing our story maps and drawing pictures of our favorite part of the text.*



## Going Deeper

These additional activities may be done with children once they are familiar with the Reading Wrap-Up Routine.

- Before children share their observations in the Reading Wrap-Up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus and remember what they want to say before speaking in front of the group.
- **COLLABORATE** Have each child write one big idea from the lesson's reading. Have each child share that big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?*

# Writing Wrap-Up Routine



## COMMON CORE CONNECTIONS

RL.K.1; RI.K.1; W.K.5; SL.K.1

## Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Children come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the child sharing?



## Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up Routine.

- **COLLABORATE** Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus.*

# Writing Wrap-Up Routine



## THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today we talked about choosing a topic for writing. You drew pictures of three things you might write about.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *What part of your classmate's writing was most interesting to you? Why?*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Preview how today's lesson will carry over to the next writing lesson. For example, *Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.*



## Going Deeper

These additional activities may be done with children once they are familiar with the Writing Wrap-Up Routine.

- **COLLABORATE** Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up, and send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about the topic of the science lesson.*



# Graphic Organizers

## Cause and Effect

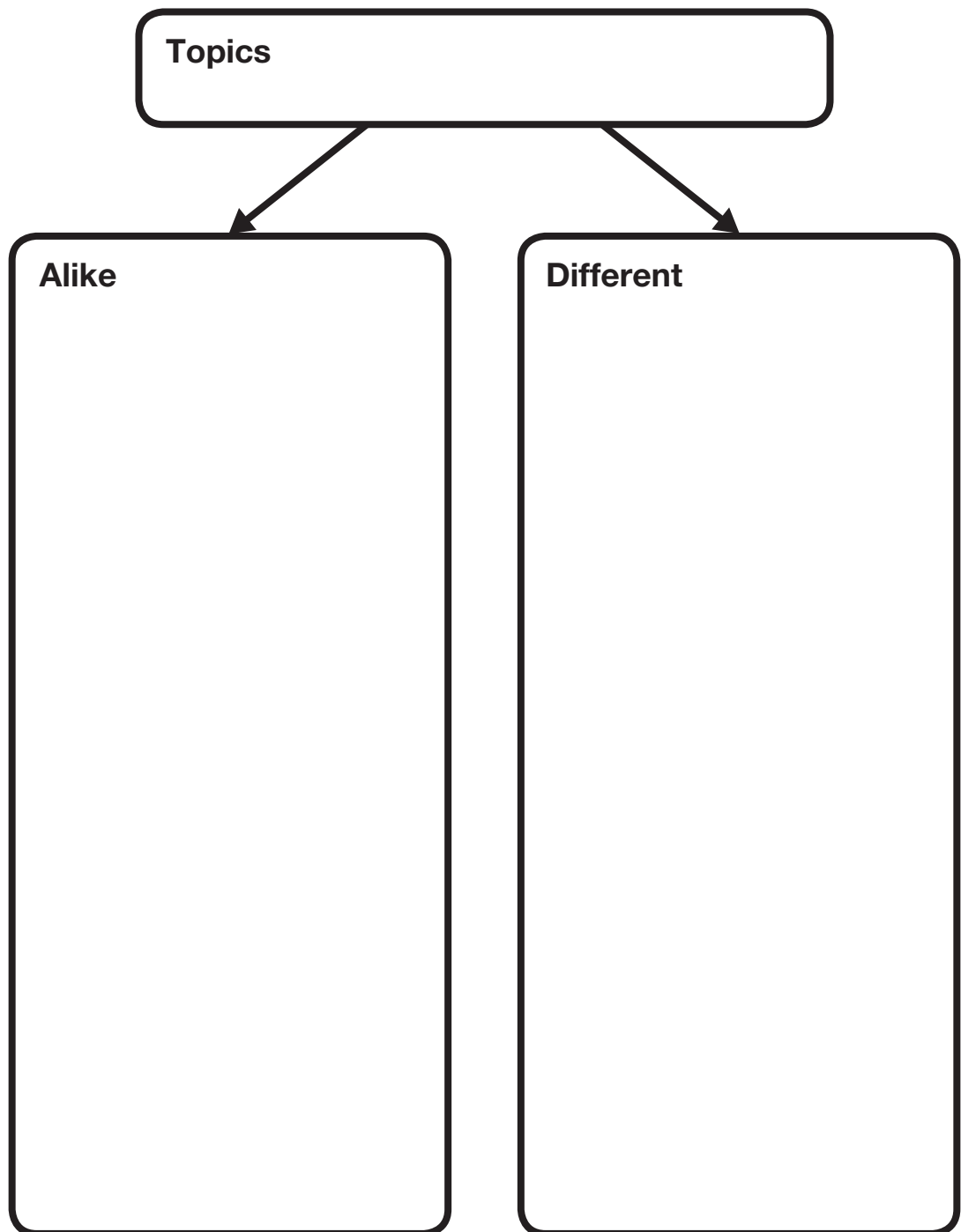
**Causes**

**Effects**

<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>

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# Compare and Contrast



# Graphic Organizers

**Four-Column Chart**


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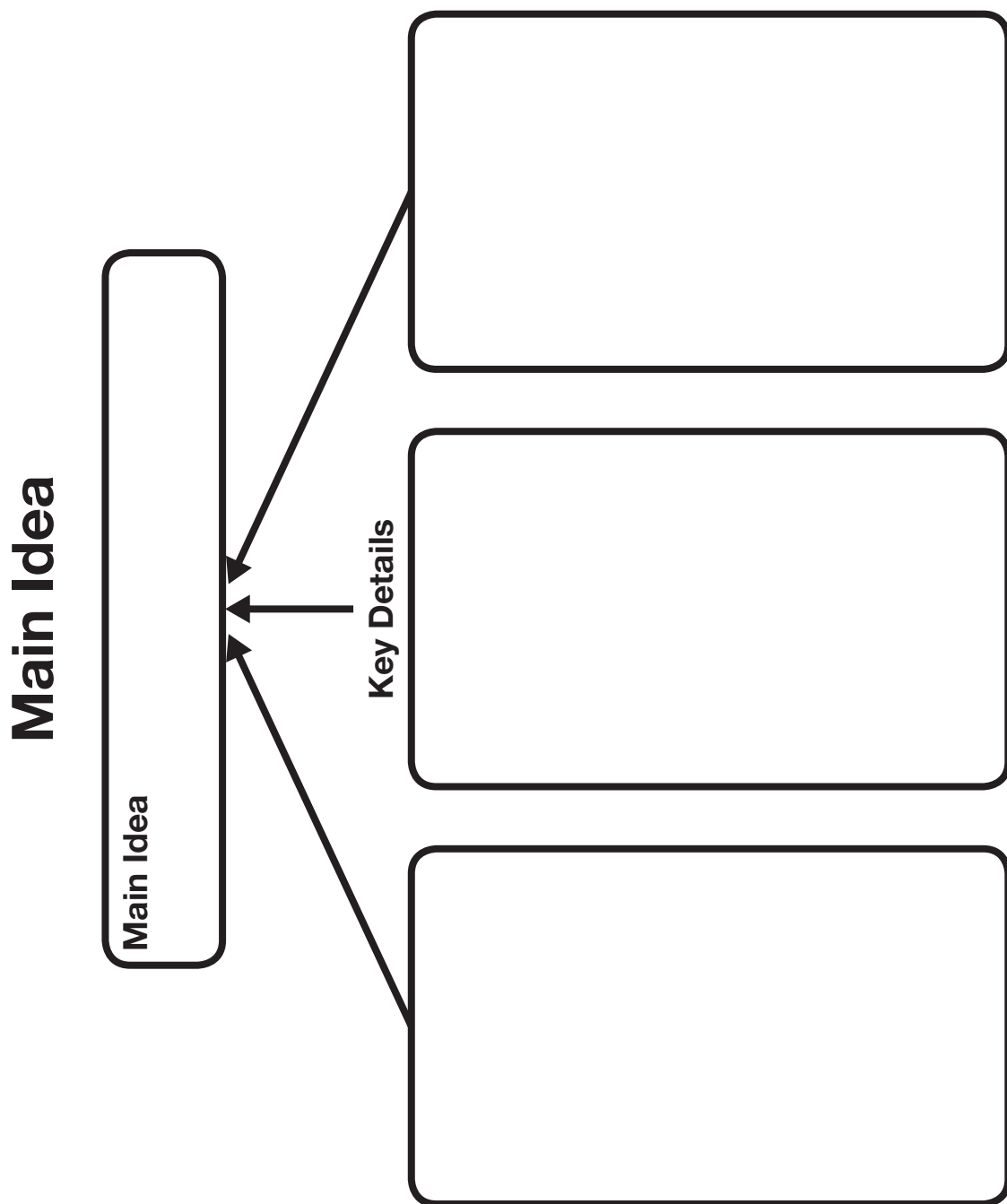
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# K-W-L Chart

Topic \_\_\_\_\_

What We <b>K</b> now	
What We <b>W</b> ant to Know	
What We <b>L</b> earned	

# Graphic Organizers



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# Story Sequence A

Title \_\_\_\_\_

**Beginning**



**Middle**



**End**



# Graphic Organizers

## Story Sequence B

<b>Title</b>	
<b>Characters</b>	<b>Setting</b>

↓

<b>Events</b> 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

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## T-Chart

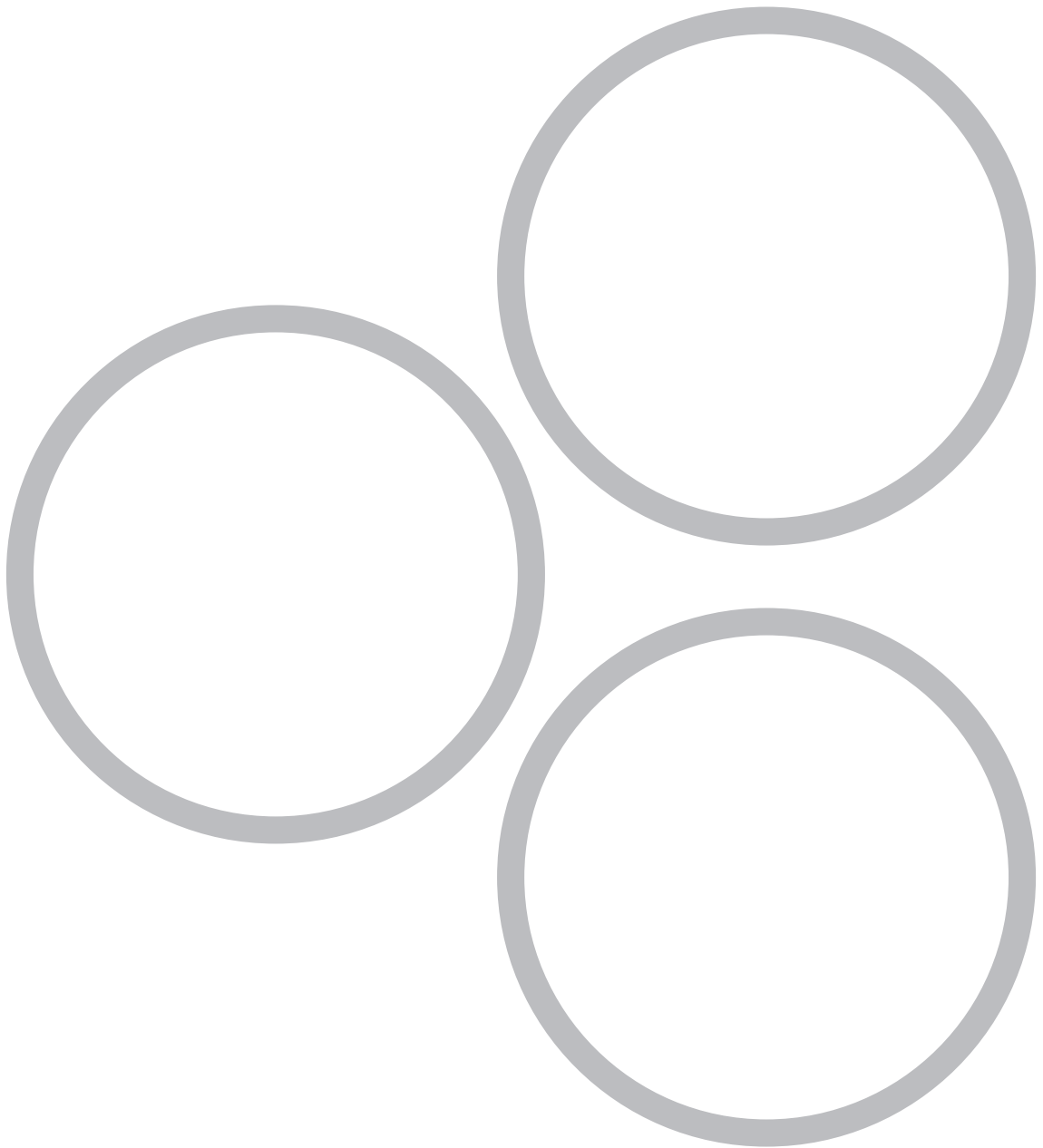



# Graphic Organizers

## Three-Column Chart

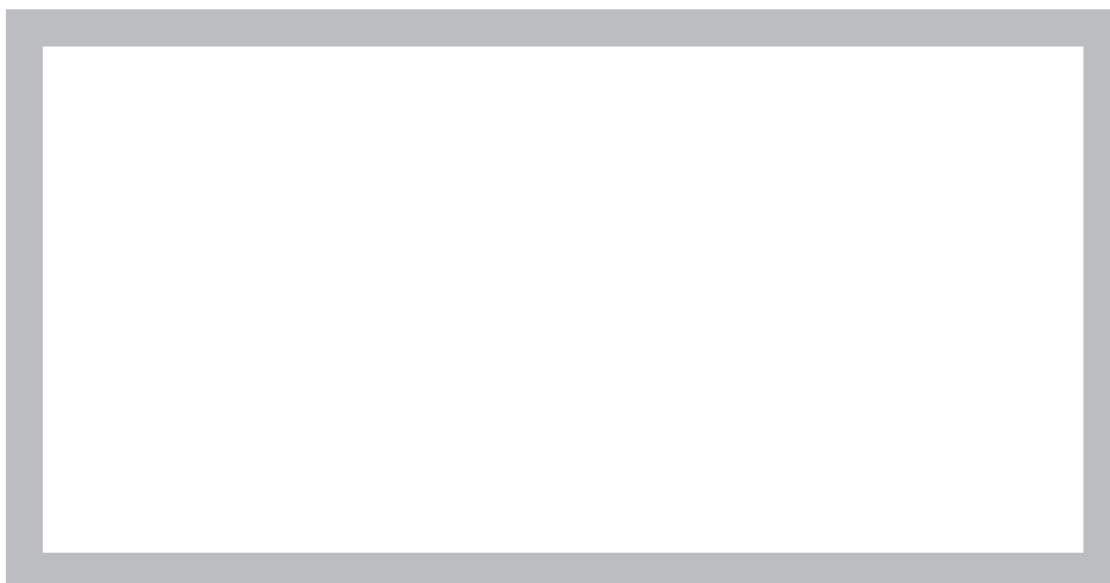
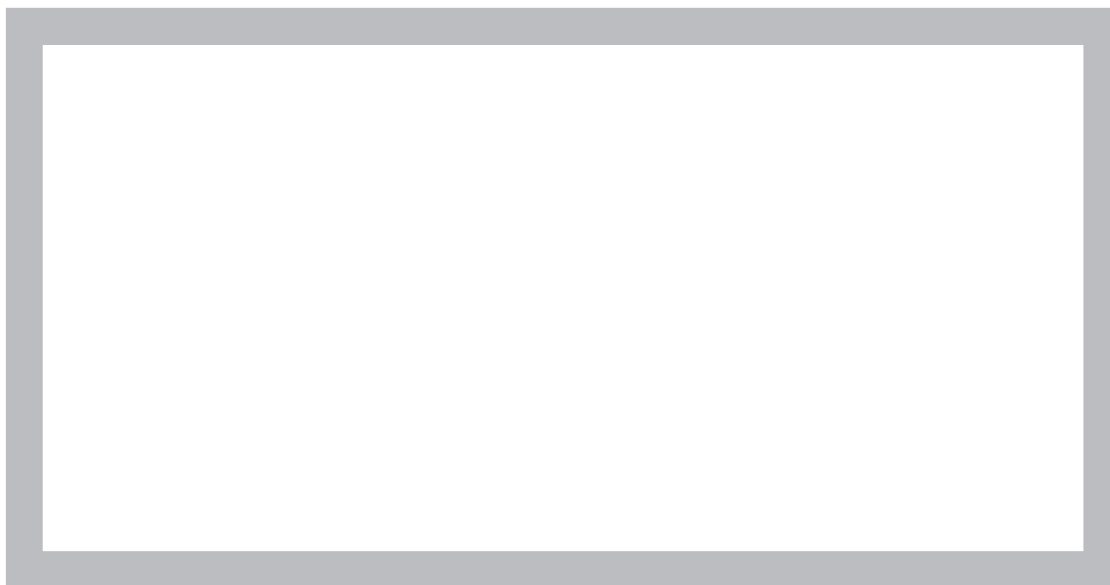

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## Three Sorting Circles



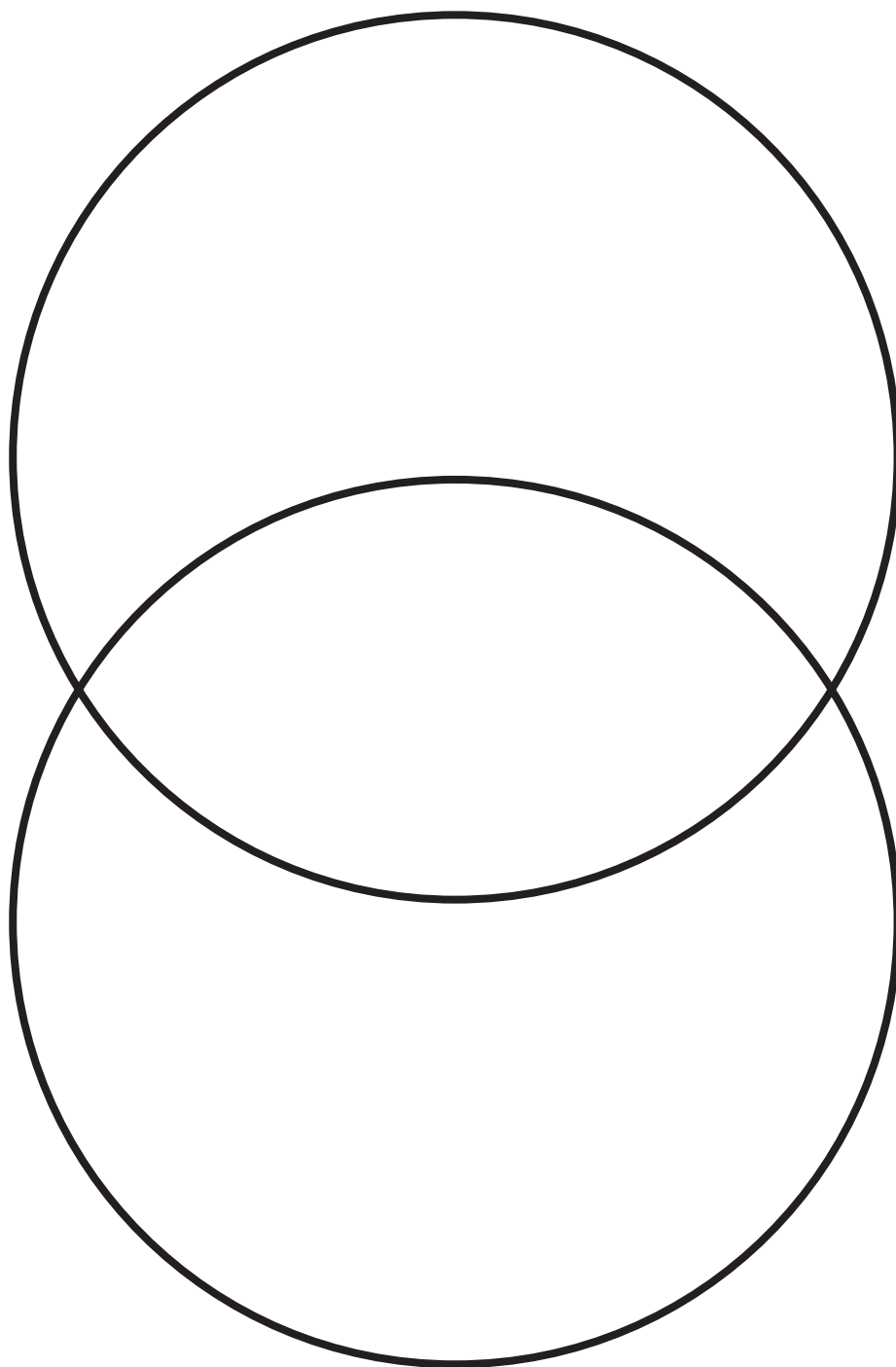
# Graphic Organizers

## Two Sorting Boxes



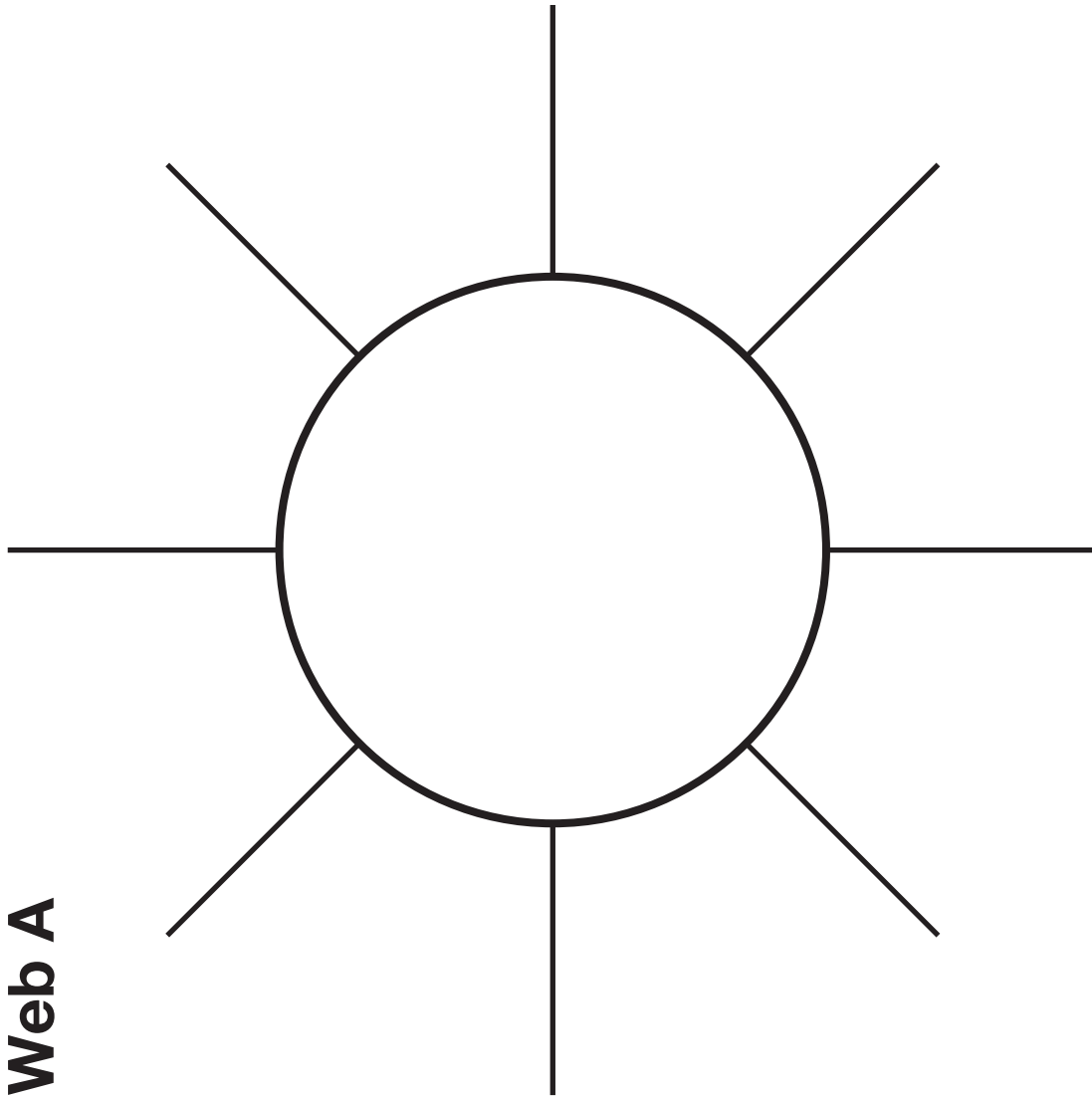
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## Venn Diagram



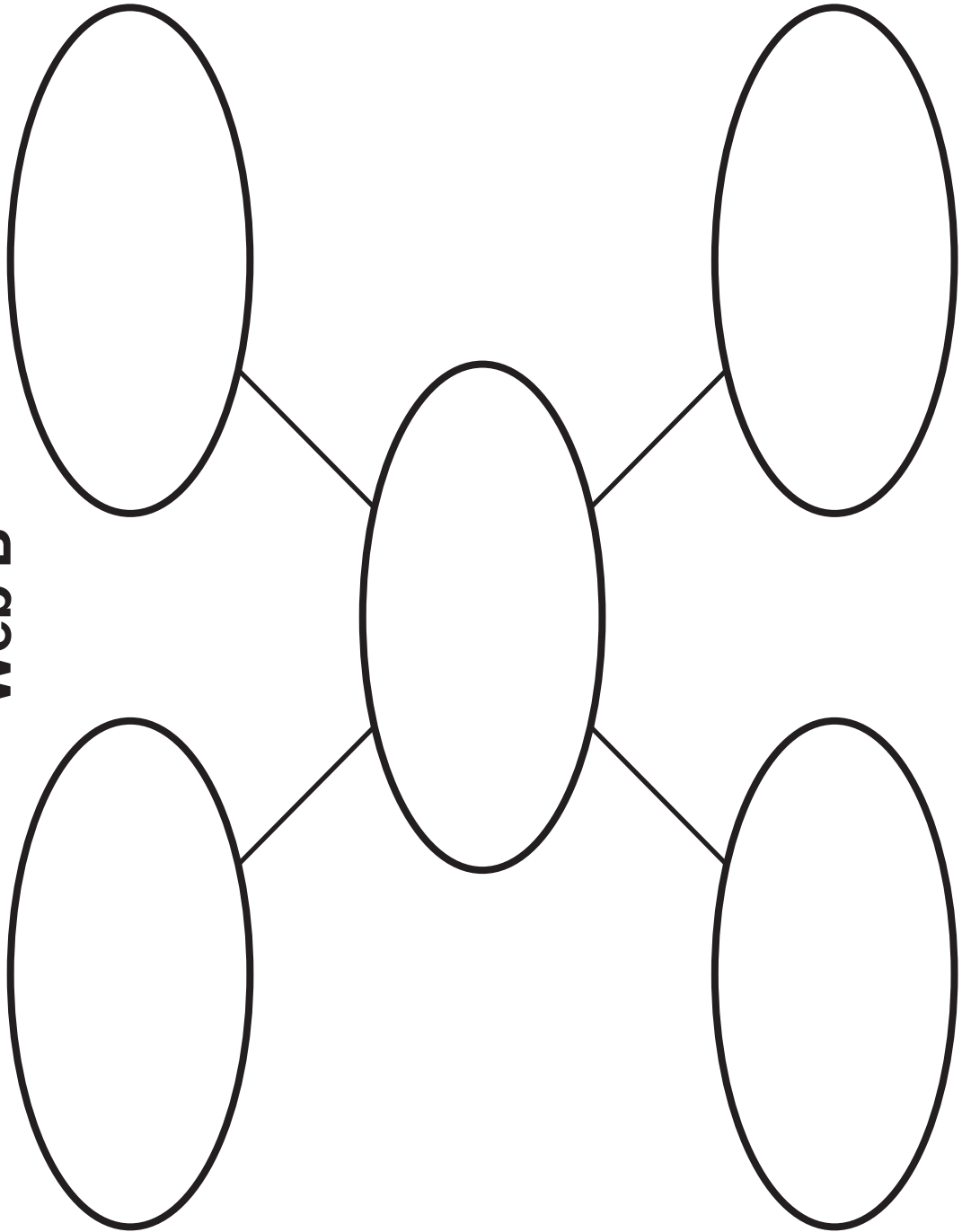
# Graphic Organizers

**Web A**



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## Web B



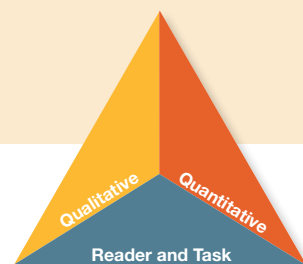
# Graphic Organizers

## Word Rating Chart

Word	Know	Have Seen	Don't Know

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# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *I Love Saturdays y domingos*.

### QUANTITATIVE MEASURES

LEXILE	510L
AVERAGE SENTENCE LENGTH	8.83
WORD FREQUENCY	3.74
PAGE COUNT	32

### QUALITATIVE MEASURES

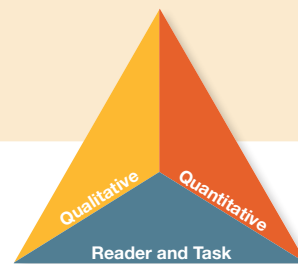
LEVELS OF MEANING	accessible theme (how a child from a multicultural family connects with her two sets of grandparents in both similar and different ways)
STRUCTURE	repeated comparison-and-contrast pattern of events (events on Saturday and Sunday parallel each other on each spread)
LANGUAGE CONVENTIONALITY AND CLARITY	numerous Spanish words and phrases, some of which are defined in the text (e.g., <i>domingos</i> ) and some of which must be inferred from the context (e.g., <i>encantan</i> , <i>jugar</i> ).
THEME AND KNOWLEDGE DEMANDS	a basic understanding of Spanish words and phrases ( <i>abuelito</i> , <i>abuelita</i> , <i>hola</i> , <i>hijita</i> ) as well how experiences with different family members help us express and appreciate our cultural heritage

### READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to describe activities they share with different family members—for example, what they do with their mother's parents and with their father's parents. Identify how these things might be similar and different. Point out that sometimes the activities people share with family members connect to their backgrounds and cultures.	Reread the text with children, stopping after each spread to identify how the activities the narrator experiences with her grandma and grandpa on Saturday are both similar to and different from the activities she experiences with her abuelita and abuelito on Sunday. Help children determine the meanings of important Spanish words and phrases. Then ask children to tell why the narrator loves both Saturdays y domingos and what she might learn from her diverse cultural background.



# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Apple Pie 4<sup>th</sup> of July***.

### QUANTITATIVE MEASURES

LEXILE	730L
AVERAGE SENTENCE LENGTH	13.33
WORD FREQUENCY	3.44
WORD COUNT	360

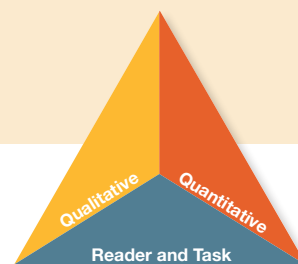
### QUALITATIVE MEASURES

LEVELS OF MEANING	somewhat complex theme (how the Fourth of July holiday highlights similarities as well as differences in a multicultural neighborhood)
STRUCTURE	conventional narrative structure, clear sequence of events organized by the passage of hours on a clock during the course of a day
LANGUAGE CONVENTIONALITY AND CLARITY	simple, compound, and complex sentences, frequent use of em dashes, some vocabulary pertaining to Chinese culture (e.g., <i>chow mein</i> )
THEME AND KNOWLEDGE DEMANDS	basic understanding of American Fourth of July celebration and Chinese food and culture

### READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children share what they know about the Fourth of July, such as why it is celebrated and what their families might do to celebrate it. Discuss differences in the way people celebrate and how these differences might connect to their cultures.	Discuss with children what conflict, or problem, the narrator has at the beginning of the story (i.e., she feels that her parents do not fully understand American culture and thus do not realize that Americans won't want Chinese food on the Fourth of July). Then ask them to tell what events in the story help the narrator resolve or overcome this conflict. Finally, discuss with children what lesson the narrator might have learned as a result of the day's events.

# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***One Land, Many Cultures***.

### QUANTITATIVE MEASURES

LEXILE	680L
AVERAGE SENTENCE LENGTH	10.48
WORD FREQUENCY	3.60
PAGE COUNT	24

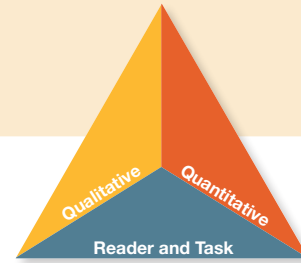
### QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept (how the United States, as represented by the students in a multicultural classroom and their lunches, is one land of people from many different cultures)
STRUCTURE	informational text presented in the context of a realistic multicultural classroom from the first-person perspective of a student, text features including maps and a glossary
LANGUAGE CONVENTIONALITY AND CLARITY	mostly simple sentences, some cultural- and topic-specific vocabulary (e.g., <i>pierogis</i> , <i>empanadas</i> , <i>immigrants</i> ), food-related vocabulary reinforced by photographs
THEME AND KNOWLEDGE DEMANDS	a basic understanding of foods from different cultures and how food helps people express their own cultures and connect with other cultures

### READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children share what they like to eat for lunch. Discuss as a group any ways in which children's lunches might connect to their cultures.	Reread the book with children and help them name each student described, his or her country of origin, and the type of food he or she enjoys that is representative of his or her culture. In a whole group discussion, repeat the process for each child in your class. Reread the last spread in the book and work with children to state the main idea of the text in their own words.

# Text Complexity Rubric



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Clothes in Many Cultures***.

### QUANTITATIVE MEASURES

LEXILE	520L
AVERAGE SENTENCE LENGTH	8.80
WORD FREQUENCY	3.17
WORD COUNT	88

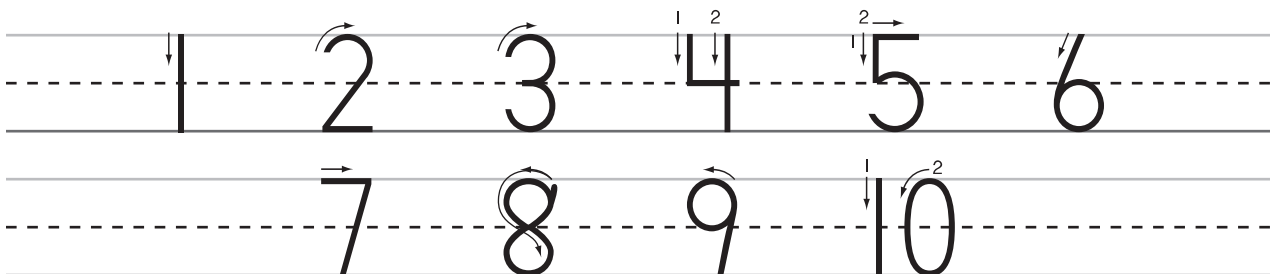
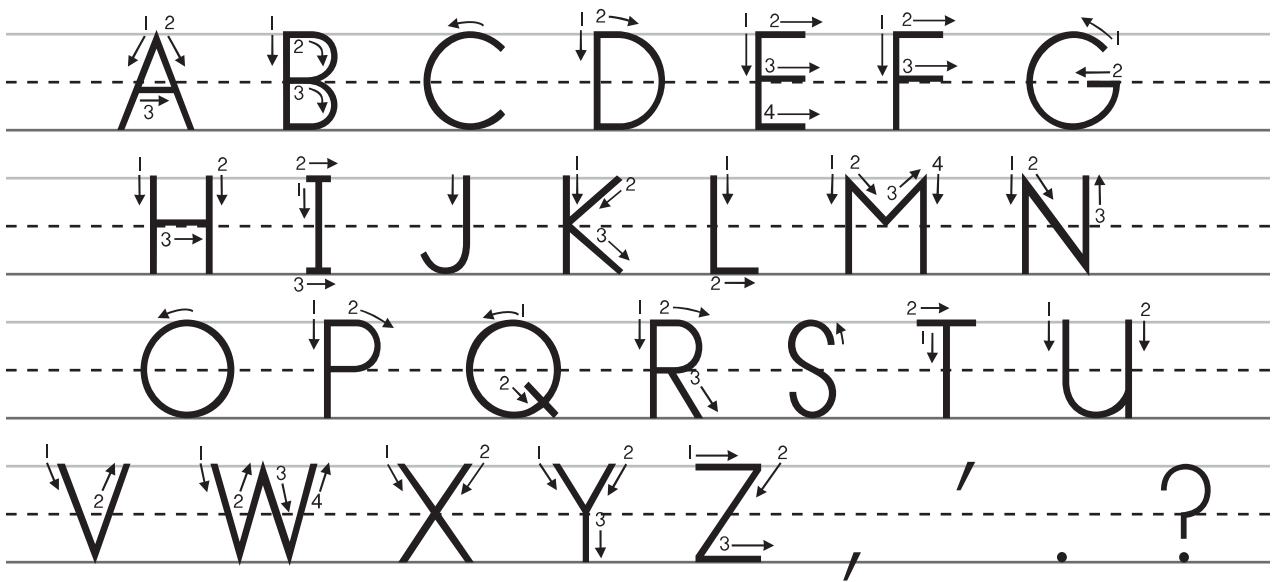
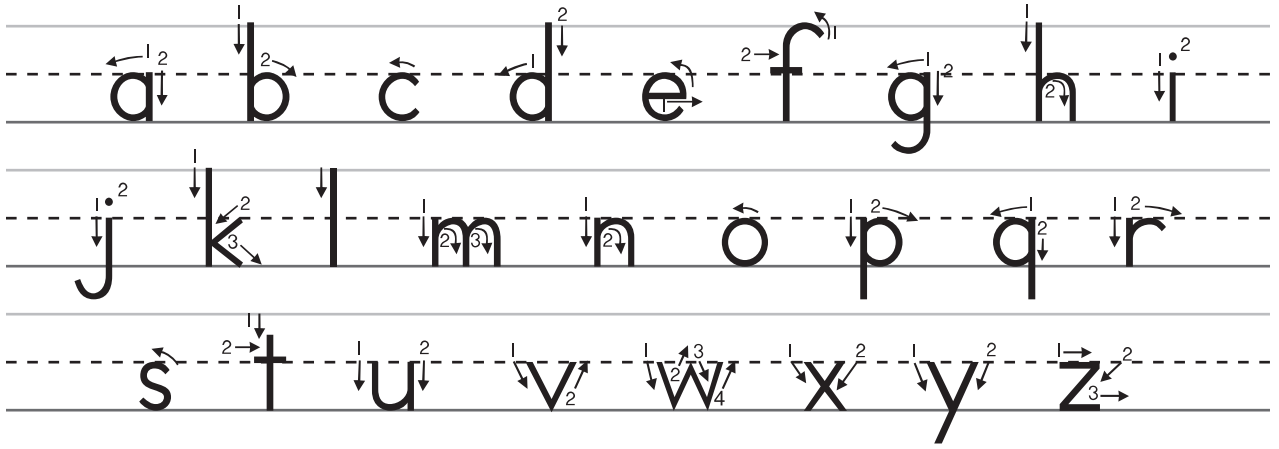
### QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept (how people all over the world wear different clothes for work or play)
STRUCTURE	repeated textual pattern, frequent maps that name and identify the location of specific countries referenced in the text
LANGUAGE CONVENTIONALITY AND CLARITY	simple sentences, clothing-related vocabulary reinforced by photographs (e.g., <i>parkas</i> , <i>sarongs</i> )
THEME AND KNOWLEDGE DEMANDS	a basic understanding that people wear different clothes depending on where they are from and what they are doing

### READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children describe what they wear to school. They have them describe what they wear to play sports, to participate in special events, and so on. Ask children to describe any special clothes that connect to their culture.	Reread the book with children and help them name each group of people mentioned, the type of clothing they wear, and the occasion on which they wear it. Then help them use this information to tell what they think the main idea or message of the book is.

# Manuscript Alphabet



# D'Nealian™ Alphabet

a b c d e f g h i  
j k l m n o p q r s t  
u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

# Leveled Text: Informational

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

## Before Reading

### Get Ready to Read Informational Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

**UNDERSTAND TEXT TYPE AND PURPOSE** Discuss with children the characteristics of informational text (It contains facts about a topic; its purpose is to inform readers; it may contain photographs and other text features to help readers understand the topic). **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

**PREVIEW AND PREDICT** Point to and read aloud with children the title of the selection and key words in the text. Call their attention to important text features, such as headings, photographs, and captions. Flip through the pages together and have children describe what they see in the text and text features. **Ask:** *What topic do you think you will learn about in this informational text?*

**EXPLORE VOCABULARY** Based on the topic children determine from previewing the book, activate their prior knowledge of concept vocabulary. **Say:** *Based on the title and pictures, here are some words we'll want to talk about before we read.* For example, if the book is about communities, you may want to explore words such as *home*, *store*, or *school*.

# During Reading

## Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model the active-reading process as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

**FOCUS ON CONCEPTS OF PRINT** Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do? (write the words) What does the illustrator do? (draw the pictures)* Remind children that you will read from top to bottom and from left to right.

**FOCUS ON PHONICS** Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

**FOCUS ON INFORMATIONAL TEXT** Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

### What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- find the main topic and retell key details
- describe connections between pieces of information

### How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- identify front/back cover, title, and text features
- describe how author and illustrator present ideas/information

### What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- identify reasons an author gives to support points

# Leveled Text: Informational

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as children interact with other types of informational text?

## Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to help children identify the main topic of an informational text, explain that finding the **main topic** means looking at all the sentences in a paragraph or a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what the text is about, why an author is writing, and why the information is important. Is the author writing to inform, explain, or persuade? For example, help children understand that the **main topic** of a text helps point them to the most important ideas the author wants to inform readers about.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model finding the **main topic**, pause occasionally after sentences or paragraphs and **say:** *These sentences are mostly about \_\_\_\_\_. I'll read on to see if \_\_\_\_\_ is the main topic of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main topic of an informational text, direct children's attention to a text previously read in the unit. Reread the title and a few pages of the book with children. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask children to restate the main topic of the book in their own words.



## Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

**PARTNER LISTEN** Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

**PARTNER READ** Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word-study strategy you modeled to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

**PARTNER SHARE** Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask a question and use the text to answer it.
- identify a key detail they think supports the main idea.
- use context or picture clues to figure out an unfamiliar word.
- identify a text feature and explain how it helps readers understand the text.
- identify a reason the author gives to support a point.

# Leveled Text: Informational

## After Reading

**THINK ABOUT IT** The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit topic.

Have children focus on the following questions:

- How are the ideas (illustrations, description, etc.) like other books I have read in this unit?
- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?
- What is the most interesting part of this book? Why?

**TALK ABOUT IT** The activities in this section are designed to help children develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This book is like the other texts in this unit because \_\_\_\_\_.
- The ideas in this text are similar to/different from the ideas in \_\_\_\_\_ because \_\_\_\_\_.
- One new thing I learned about the topic from this book is \_\_\_\_\_.
- The most interesting part of this book is \_\_\_\_\_ because \_\_\_\_\_.

**WRITE ABOUT IT** In this section, children demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

**Draw a picture of something important in this book and label it.**

**Write a brief summary.**

This book was about \_\_\_\_\_.

**Answer a question.**

I found the answer to my question about \_\_\_\_\_ by going back to the text and reading that \_\_\_\_\_.

**Find two things that are alike from this book and another book. Then draw and label them.**

**Write a brief comparison or contrast sentence.**

This book was like another book I read because \_\_\_\_\_.

This book was different from another book I read because \_\_\_\_\_.

# Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

## Before Reading

### Get Ready to Read Literary Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

**UNDERSTAND TEXT TYPE AND PURPOSE** Discuss with children the characteristics of literary text (It tells a story, or narrative; it often has illustrations that show characters, settings, or events). **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

**PREVIEW AND PREDICT** Point to and read aloud with children the title of the leveled reader. Call children's attention to key words in the story. Flip through the pages together and have them point to and describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

**EXPLORE VOCABULARY** Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that will ultimately help students uncover the theme or message in the text.

# During Reading

## Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

**FOCUS ON CONCEPTS OF PRINT** Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do?* (write the words) *What does the illustrator do?* (draw the pictures) Remind children that you will read from top to bottom and from left to right.

**FOCUS ON PHONICS** Help children decode unfamiliar words in the leveled reader by reviewing a previously taught vocabulary strategy. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

**FOCUS ON LITERARY TEXT** Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

### What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- retell key details
- identify characters, settings, and major events

### How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- recognize common types of literary texts (storybooks, poems, etc.)
- name the author and illustrator; define the role of each

### What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- compare and contrast characters and events

# Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about narratives must be reinforced as children interact with other types of literary text?

## Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, **ask:** *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct children's attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask children to describe the main character and story problem in their own words.

## Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

**PARTNER LISTEN** Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

**PARTNER READ** Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

**PARTNER SHARE** Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- identify character and setting.
- ask and answer questions about the story.
- retell plot events and key details in the story.
- ask and answer questions about unfamiliar words.
- identify relationships between illustrations and text.
- compare and contrast characters and events.

# Leveled Text: Literary

## After Reading

**THINK ABOUT IT** The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

**TALK ABOUT IT** The activities in this section are designed to help children develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This story is like the other texts in this unit because \_\_\_\_\_.
- The message in this story is similar to/different from the message in \_\_\_\_\_ because \_\_\_\_\_.
- One new thing I learned about [state unit theme] from this book is \_\_\_\_\_.
- My favorite part of the book is \_\_\_\_\_. I like it because \_\_\_\_\_.

**WRITE ABOUT IT** In this section, children demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

**Draw a picture of something you liked in this book, and label it.**

**Write a brief summary.**

This book was about \_\_\_\_\_.

**Answer a question.**

I found the answer to my question about \_\_\_\_\_ by going back to the text and reading that \_\_\_\_\_.

**Find two things that are alike from this book and another book. Then draw and label them.**

**Write a brief comparison or contrast sentence.**

This book was like another book I read because \_\_\_\_\_.

This book was different from another book I read because \_\_\_\_\_.

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**Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)**

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